

THE CLUB ACTIVITIES OF LIBERTY JUNIOR
HIGH SCHOOL, HUTCHINSON, KANSAS

by

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B. S., Kansas State Teachers College, Emporia, 1922

A THESIS

submitted in partial fulfillment of the requirements

for the degree of

MASTER OF SCIENCE

KANSAS STATE AGRICULTURAL COLLEGE

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PART I. CLUB PROGRAMS IN GENERAL

Introduction

Education is an ever changing profession; from the time that the club was the principal means of discipline to this day when clubs of another kind are considered an essential part of every program. The aims of education have shifted with each generation. Not only have the aims changed but also has the school master, who from the stern, unsympathetic individual with his ideas of corporal punishment passes to the teacher of today who is interested in the welfare of all his students.

Briggs states that the purposes of education are twofold: "First and fundamental, to teach the pupils to do better the desirable activities that they will perform any way; second, to reveal higher types of activities and to make these both desired and to an extent possible." According to this statement, the first function of education is to make a better type of citizen than the type which education has been producing. With this idea continually before them the school masters of America have shifted some

of their energies formerly expended upon the three R's and are adopting a school program which will give more and better activities. In the giving of more activities the schools plan to develop a type of citizen for America that will be a credit to the school and to the country and will also help America maintain her leadership as a democratic nation. The activities which were formerly held outside of school hours and were considered extra-curricular activities have been given a place in the school's program and are now considered intra-curricular.

Seeing the needs of an extra-curricular program that would care for a group of students instead of caring for them through competitive games and contests which were wholly interscholastic, the writer attempted with the aid of his teachers to formulate an extra-curricular program to meet the needs of the students in Liberty Junior High School of Hutchinson (Kansas). The plan was first tried as an experiment in the year 1924 at which time the school was a pioneer in such movements in the State of Kansas.

Liberty Junior High School is one of the two junior high schools in the city of Hutchinson (Kansas). Hutchinson is a city of approximately 29,000 inhabitants according to

the state census of 1928. The city is located on the Arkansas River in the central part of Kansas in the midst of the hard winter wheat belt. Owing to the number of salt plants and mines in or near the city, it is known as the "Salt City."

The school system of Hutchinson (Kansas) consists of ten elementary schools, two junior high schools, one senior high school, and a recently added junior college. The superintendent's report of February 1, 1929, shows the total enrollment for the year to be 6,399, consisting of 3,875 in the elementary school, 1,388 in the junior high schools, 928 in the senior high school, and 208 in the junior college. The school census for July 1, 1928, showed 6,752 people between the ages of five and twenty-one in the district.

Formulating a club program or an activity program for 600 students out of which formerly 75 students participated in interscholastic contests meant that some one must experiment to find the kind of clubs and activities best suited to the student body and it also meant considering whether or not the teachers could handle such activities. The movement is comparatively a new one and is still in the

experimental stage everywhere even though the adherents of an activity program are firmly convinced as to the worthwhileness of the various activities. With this in view, one must examine the literature relating to extra-curricular activities to discover the best practices in that field before discussing the activities of his own school. Thus he can see if his practices are in keeping with those in other schools. With that idea in view the writer has gone through all of the available literature.

Underlying Principles of an Extra-curricular Activity Program

Extra-curricular activities are those legitimate activities not provided for in the curriculum. With this definition continually before the students of education, the first essential principle brought forth is that an activity program must check favorably with the seven cardinal objectives of secondary education as outlined by the Committee on the Reorganization of Secondary Education. These principles or aims as stated by the committee are:

"(1) Completing the command of the fundamental processes, (2) health, (3) worthy home membership, (4) vocational efficiency, (5) ethical character, (6) right use of leisure, (7) citizenship." These seven principles are so well known that they need no other explanation than the statement that these are the underlying principles of all secondary education and the schools cannot foster any activity which does not advance them. Since school costs are continually mounting, school men cannot afford to introduce any "side shows" into their already crowded program and so they need to check against or rather with these aims. If any activity can show that it advances one or more of these principles, then it has a place in the school life, but until such is the case, that activity must be kept out.

Schools have been interested in the past in developing academic ability on account of the type of student in the school and the vocational work to be done by them. When the people of the nation increased their interest in education, the school enrollment increased at an alarming rate. Students came who had different purposes in life; they were found to have also a far greater range in

intellect so that academic ability was but one of the abilities instead of the only one to be trained. Schools were slow to recognize the fact that they had a variety of abilities to handle but when they did programs changed. Since the aim of education is to teach the people the things they will do any way and to provide the proper activities for these things, an extra-curricular program has begun to function in many of our schools.

Briggs lists 13 principles for the establishing of an extra-curricular activity program in either a junior, a senior, or a four-year high school. These aims are as follows:

"(1) Whenever possible a definite time allotment in the regular program should be provided. A definite time allotment will result in a much better spirit of cooperation on the part of the pupils, and many will participate who otherwise would not.

"(2) Each organization should be sponsored by a member or a committee from the faculty who shall be appointed by the principal.

"(3) All meetings of the organization should be attended by one or more sponsors.

"(4) Pupils desiring to form an organization should secure the approval of the principal.

"(5) The school policy should guarantee absolute democracy as to the admission and the requirements of all organizations.

"(6) Membership should be determined by the work and the purposes of the organization in accordance with the rules drafted by the members and approved by the principal.

"(7) Pupils severing their connection with the school should cease to be members of the organization.

"(8) All meetings should be held in the school building unless permission is given by the principal to meet elsewhere.

"(9) Rules governing the eligibility for office holding in the organization should be in accord with the school's policy.

"(10) The school should limit the number of organizations to which a pupil may belong, keeping in mind the proper balance between the curricular and the extra-curricular activities.

"(11) All money handled by the organization should be properly checked either by the sponsor making reports to

the principal or by a centralized auditing and accounting committee.

"(12) The school should provide for a student government organization to which should be delegated as much responsibility with a corresponding amount of authority, as it is capable of caring for the welfare of the community.

"(13) The school should provide class organizations and honor associations; all other organizations should be the outgrowth of the pupils' initiative."

Not all advocates of an extra-curricular activity program are as definite and exact in their underlying principles as Briggs. Jones in discussing extra-curricular activities of Lincoln (Nebraska) High School names only three main principles, without any sub-divisions, which are as follows: (1) Cooperation, (2) positive contribution to the principles of secondary education, and (3) a definite means of handling and checking the finances of the extra-curricular activities. In this discussion the fact is developed that pure faculty control often ends in anarchy, so that the only proper way of handling activities is through faculty guidance and student control. Not only does this give cooperation but it also is the best way of

giving students training in citizenship. This is one of the principles advanced by all of the authors. Through club activities in which the student actually does things, he will get a working knowledge of the duties and privileges of a citizen of any democratic group or community. By so doing one of the cardinal principles of education has been emphasized more than it could have been through class recitation.

The committee from the National Society for the Study of Education not only gives twenty-seven underlying principles but also divides them into four administrative divisions. The first division is the centralization of organization and its administration. Four principles are included in this division. They are: "(1) Must be under school control and direction, (2) some plan of unification and centralization must be used, (3) sanction for all new organizations must be obtained, (4) principal must have veto power on all actions by any of the organizations."

The next seven principles are classified under the head of supervision. They are: "(1) Supervision of all activities, (2) guidance and cooperative leadership by faculty rather than complete direction, (3) appreciation

of values by the teachers, (4) responsibilities for all of the teachers, (5) expert knowledge for all teachers, (6) selection and promotion of teachers in part for extra-curricular efficiency, (7) adjustment of teaching schedules for heavy extra-curricular load." The third classification is scope and participation, which includes nine principles listed as follows: "(1) Adaptation of organization to the school, (2) gradual not sudden development, (3) source in curricular life of the school, (4) higher aim than sociability only, (5) wide variety of activities, (6) leeway for individual student's choice, (7) participation for all students, (8) membership equally open to all, (9) limitation of number to which any student may belong." The last seven principles are grouped under other administrative problems and are: "(1) A definite scheduling of organizations, (2) part of regular program, (3) few if any evening meetings, (4) high school the meeting place, (5) students the only members, (6) expenses moderate. This will tend to make the organization more democratic. (7) Cooperation of the homes." This cooperation is needed to make any program a success. The above 27 principles are more definite and inclusive than any others offered by any

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writer. This is due to the composite nature of the study since many schools are represented in the report.

Fretwell gives what he considers the five essential principles of an extra-curricular activity program.

"(1) Must have a purposeful objective. Any club that is lacking in this essential is not worthy of organization.

(2) Must be democratic. Clubs cannot be clannish, selfish, or aristocratic, but must have a common meeting ground for all the members. One person must be as worthy in a club as any other member. (3) Must be voluntary. Membership in a club cannot come as the result of force, if the member is expected to be of any value to the organization.

Coercion has no place in securing members on a voluntary basis, then the club should be disorganized. (4) Must be a need for the club. This should be a felt need coming from either the faculty or the students. (5) Must have a director. Students of high school age are not fitted to run their own organization without causing some one trouble. The director must be a member of the teaching force and under control of principal."

McKown states the principles upon which he would build an extra-curricular activity program. Seven essential elements are given: "(1) The student is a citizen of

the school and as a citizen he has rights and privileges as well as duties and obligations. Too often the school authorities see only the obligatory side of school life and pass up the rights. Every student is entitled to activities which will prepare him for a life in a democracy.

(2) The school must have a constructive program. While laws have been passed to abolish secret fraternities in high schools, they will continue to exist unless the schools develop in their place an activity which will capitalize the same instincts and tendencies of the youth of this age. (3) Extra-curricular activities should motivate the regular work of the school. They should grow out of the curricular work of the school. These activities must not be the entire purpose of any school any more than should these extra-curricular activities be used to sugar coat the regular curricular work. (4) These activities should be given school time. Most schools are giving clubs a regular place in the time schedule of the school organization. Giving clubs a place in school time does away with the necessity of any evening meetings. Clubs are there by recognized and given a dignity which they could not acquire any other way. (5) The entire school

should participate. This would be an ideal situation but to adhere strictly to it might easily cause the school authorities trouble. The participation of students must be on an interest basis and must be truly democratic. The school should attempt to reach the ideal of entire student participation. (6) These activities should be included in the regular program of teachers. Including these activities in regular schedule for all teachers makes the teacher have a responsibility besides the giving of regular class instruction. Some teachers hesitate to do more than teach a subject and so every instructor should have to sponsor a club of some kind. (7) The teacher-sponsor should be an adviser and not a dominator. This is the hardest principle to get the teacher to see. All of her training so far has been to make a dictator of her rather than an adviser. The teacher should capitalize her experience and act as a guide to her students. Such work will cause the students to have a different feeling toward the instructor. The point when the teacher becomes the dominator of the activity is the point when the club begins to disintegrate." Koos gives the same principles as stated in the twenty-fifth Year Book on extra-curricular activities.

Myers gives the following principles to govern them:

"(1) All activities should minister to the further advancement of the cardinal principles of secondary education in student life. (2) Extra-curricular activities may grow out of curricular activity and curricular activity may be enthusiastically encouraged through extra-curricular channels. (3) Do not expect too much all at once. Go slowly. The school should feel its way in developing this program and should do some experimenting. Clubs which are active in one community may be a failure in another. The local needs must be studied. (4) Forced activity cannot expect enthusiastic support. Develop faculty and student interest. Club membership must be voluntary. (5) It is well for the principal to have firm control over all situations. Unless he does he may find trouble in his building. Every club program must have a head. (6) See that the program of activity is a "do" program. (7) Study the local situation, conditions, and needs; from the results of this study build the program for the school. (8) Select a few activities of interest and give them wholesome expression. (9) Trend the practices into full development of school morale. (10) Appreciate youth. (11) Believe in youth. (12) All of these

activities should create the best, through avenues of happy administration, sympathetic guidance -- wholesome leadership, and above all else -- in the spirit of youth."

Tindall-Myers suggests these principles for formation of school clubs: "(1) Must meet the requirements of the seven objectives of secondary education. (2) Must have specific aims. (3) Must supply a need of the child. (4) Influence must go beyond the walls of the class room. (5) The activities must find their source in the inherent characteristics of the youth of this period, meaning that adolescent youth must be considered. The student must be doing something rather than talking or listening."

Blackburn gives the same general principles in her discussion of club life in schools.

From the various authors quoted, it would seem that the underlying principles would be confined to some general ones that are common to all. The first essential principle which is found in all requirements is that the clubs of activities must make a contribution to further the seven cardinal principles of education: health, command of fundamental processes, worthy home membership, right use of leisure, vocation, citizenship, and ethical character. Any

system of club activities which cannot give aid in one or more of the above seven aims cannot be justified by any school system. The aims of secondary education justify the time and expense of having the present school system. Our first check then on any club program is to see if it makes a positive contribution to secondary education. The second is that they must have a purposeful objective. Under this would come the aim and whether or not this was a real purpose. The third principle would be that the club must be democratic. The foundation of the public schools is democracy. We expect to train students to become citizens in a democracy and so the club should select its membership in a democratic manner. Cliques and clans cannot be allowed to control any group. The fourth essential principle is that membership in any club must be on a volunteer basis. The instructor cannot force students to join a club when they desire to study. A place with an instructor should be provided for those who prefer to study. The fifth principle is that there must be a need for the club and that the club must be built upon the needs of adolescent youth. Without a real need no club can justify its existence. The sixth principle is that there must be a

director for the club. This means that the administrator of the school must be represented in the club. This representative will act as the adviser-sponsor for the club and he will be interested in the club activity. He will work with the members rather than try to dominate their activities. The last principle is that the group should meet on school time. The foregoing principles are the ones upon which the club program at Liberty Junior High School is based.

The Needs of a Club Program

To help care for the "gang instinct."—Club activities which are a part of the large field of extra-curricular activities are needed in the secondary schools, especially in the junior high school, on account of the psychological stage which the student has reached. The students are either in or just entering the period of adolescence. Leaving the period where he is usually individualistic the student enters the adolescent stage which has as one of its signs the gregarious instinct or the desire to be with other people. This is also the

idealistic age when youth believes in his ideal and is willing to do almost anything for this belief. He is willing to cooperate to the very limit of his power. The school club through the very nature of its organization fulfills this need of caring for these instincts which are dominate at this age. The club should be interesting so as to appeal to the boy or girl. Youth at the adolescent age is a joiner. Proof of this is readily seen in the way he joins the clubs, gangs, fraternities, and dancing organizations. Even at that he is only following the trail of his father who has his civic clubs and lodges. If youth does not have its clubs which can care for this gregariousness in the school, it will plan to have them elsewhere and without proper control. The school can, through this desire of the students, organize them into various activities, give the students an outlet for this instinct as well as a chance to show their loyalty and ability to cooperate. This is the age when students wish to "do things" so clubs can be formed which will furnish the opportunity. Clubs which are uninteresting and lack this motive "do" fail sooner or later. The wise sponsor builds or rather oversees the program to make certain that the activities are built upon the needs of the

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youth of this age. Schools have been somewhat lax in taking care of the gang instinct. Churches and lodges have done far more in recognizing the fact that youth wants companionship. This can be seen by the "feeders" or juvenile lodges which lodges have organized such as the De Molay founded under the jurisdiction of the Masons, the junior A. O. U. W. by the older A. O. U. W. The churches have taken advantage of the instincts of youth to form the Epworth League, Christian Endeavor, and other similar organizations. The club is needed in the schools to take care of the gregarious instinct and allied ones which appear in the adolescent youth.

To give training not common to the three R's.--

The ability to go before a group of people and to act as chairman of an organization or to make a talk is something which would not usually come as the result of the regular teaching of the school work. Clubs fill a need here as they give the student a chance to practice the things which later will make him a valuable member of any organized group to which he may belong. Acting as president or chairman of an organization is something that the individual must learn and he can learn this through practices in the

hobby clubs. Each club will have its own officers who will preside and perform the duties assigned them. Not only is the training of officers excellent, but the training of the members of groups who must cooperate and do their work is valuable to everyone. Some clubs will elect officers who are popular but not efficient. The students are quick to learn and if they must suffer poor officers, the group will look for other qualities in officers than popularity. This is a real training in democracy which is applicable to politics in our country except that we, the people, do not learn as easily as do students. These things cannot come from the regular curriculum but they can come from club practices. A hobby club is not the only organization fitted to give this training but in a group where the members are really interested in the same thing they will be more willing to work. The present day student who has had club training is able to go before a meeting and talk to it in a way that would be a credit to many adults especially those who failed to get this training. The training comes at a time when the student is more willing to stand any rebuffs or shocks than he will be in later years for he is with friends. Cooperation will be more outstanding in a club

program than in the regular curricular work which is more individualistic. The clubs can further cooperate because there will be no conflict with any of the aims of education. Cooperation involves first of all a knowledge of how to get on with one's fellows and secondly a desire to assist them in every way. In the regular curricular work the school cannot let the assistance of individuals by each other go too far or the individual would lose his working ability. The club program will show to the students the different abilities the individuals have. The student who may be a comparatively poor student in scholarship may be able to belong to a Pet Stock Club and raise animals which would make the scholar envious. The club is an activity in which every individual will find the thing he can do best. By being able to excel at something even the mentally short student will be able to get some satisfaction out of school. Respect for every one will grow out of clubs for the scholar will be seen on a different plane and others will find him human and short in something. This will work for every type of students. Each will get a new and a better view of the other fellow.

To give training in the right use of leisure.— Since America seems committed to the policy of the eight-hour day for work, eight hours for leisure, and eight hours for rest, it behooves some institution to prepare the coming adult for his eight hours of leisure. If the shorter working day becomes more general, the need for preparation of how to use the leisure time will be far greater. Education has been attempting for some time to prepare the future adult for his daily eight hours of labor. The right use of leisure is an important element in America's life. Here is a real need, that is, to show the people how to use their leisure time in the best way for themselves. Leisure time cannot be better used than by the development of hobbies. An individual with a hobby is usually a contented individual. A contented individual is one who will usually make democracy secure for himself and for others. The junior high school student is in the period of his life when he is forming habits which are to remain with him. Interest in stamp collecting begun in the junior high age has carried the adult along the road to happiness and often to financial gain. Interest started in landscaping clubs in schools has carried boys along that field although they

had to stop going to school. The boy's will may be unsettled but club interests are more often apt to stay with him as a real interest through the later years than any other thing done. The American people do not know how to play in the way which is best for them. Commercialized pleasure seems to be their one way of using the leisure time. Most of our institutions continually criticize the use of commercialized entertainment but they do not offer any better substitute. The club program in a school is the substitute for the poor commercialized entertainment offered the boys and girls of a community. The public often does things which are injurious to themselves. Health as a school objective would find an important place in school clubs. From this point the club would give a knowledge which would be helpful in his leisure hours. A game club would develop habits of health which would increase the benefits derived from use of leisure time. Hobby clubs would tend to give a leisure time activity to every individual which would tend to restore to him the mental or physical energy expended during his day's labor. The clubs are needed to develop these leisure time activities. The school would never foster an activity which would tear down the

moral stamina of the community. This alone would show a reason for the hobby clubs since the pupil could as easily do the better things as the poorer ones. Real hobbies of individuals will tend to decrease the amount of crime the country has today as a busy boy or an interested individual does not have time to get into trouble. Cheap and poor places of entertainment and loafing would die of lack of support if we could get everyone interested in a worthwhile hobby. A nation with everyone having his own hobby would be a contented, peaceful, and law-abiding country.

To care for the unsocial pupil.— Every school has many types of the unsocial pupil who can be socialized by the participation in school activities which consist principally of club organizations. The principal unsocial types found in every school are the shy, the poor, the bookish, the unbalanced, the prudish, the anemic, the indifferent, and even others. Until recent years the schools have felt that they had no concern with these students. Education in the form of book learning was to be had if the pupil wished it. John Dewey has given the world a new idea when he says that the school is primarily a social institution. With the changed view, schools are thinking of these unsocial

individuals and how best to reach them. All of the unsocial types have something in common. This commonness is that the individual's thoughts and activities are upon self and no one else. The individual must lose sight of self and get interested in something else. He must learn to cooperate, to take part in activities, and to see the other fellow. Where participation in school life is required, the problem is partially solved but in school where entire participation is not required the problem of getting the unsocial pupil to participate is a hard one. The average school does not require entire participation but only aims at this ideal. Participation being voluntary, the school must seek to enlist the unsocial student by means of interest. Interest will be best obtained by having hobby clubs which have as their initial basis a common liking for something. Through the clubs, students will meet with other people who will give them a different view of life and in the end while not entirely socializing the individual, club life will wear off the rough edges. Active participation with normal people is the best means of taking the "queerness" out of individuals. Students will not participate unless urged by friends and many of the unsocial ones lack friends. The sponsors can

invite these people into meetings or they can be asked to visit around. There is a problem in the schools of getting the unsocial pupil to participate. In a recent survey of high schools in California to discover how many of the girls actually participated in school affairs, it was shown that only 54 per cent of girls participated. The other 46 per cent would include the unsocial who really needed the training more than the 54 per cent. In San Rafael (California) High School, clubs were established and participation of girls urged. The school enrolled 202 girls. For the year only 23 failed to attend some school party during the year. Through the means of clubs, San Rafael had 84 per cent of the girls participating as compared to 54 per cent for the schools not having clubs. What is true for girls would be equally true for boys.

The club is actually needed by the student who is unsocial and cannot mix freely with his fellow students without being embarrassed. The club will furnish the means of overcoming these difficulties.

To give some vocational training.—The hobby club or any club found in the junior high school will have a value in giving vocational training to pupils who would not

usually get it through class instruction. The giving of this training does not mean that the student will be able to get practical work which will equip him for a vocation when he leaves school. It does mean though that he will get some information or knowledge along vocational lines which may or may not change his desire to follow a certain vocation later in life. The hobby club is able to give the student information which will broaden him as far as certain lines are concerned. This help should be in the nature of causing the youth to think of his future vocation. An aeroplane club will give the members a knowledge of aeronautics which can be of help to them. Boys, today, think of aeroplanes and their uses. Each hopes that he will be an aviator who will be greater than Lindbergh. The qualities, training, and characteristics that go to make a successful aviator will all be discussed and summarized in an aeroplane club. The construction and principles of planes should be a part of the club's program. The radio club will interest students in mechanism and principles of radio. Students can build sets. They can also learn the necessary qualifications that go to make a successful radio operator. Radio is such a big field at

present that students will get many things from a club. From a radio club could come information which would lead the students into many fields. Hobby clubs act as a part of a regular school program to dispense vocational information. The junior high school is primarily a place for finding courses rather than completion of vocational training. The student will have many opportunities in a well-rounded club program to find many things he can do or cannot do. Hobby clubs of a manual type give the student a chance to work with his hands. He will find various clubs of this nature such as basketry, lacquer, toy making, and others. For the musically inclined are the music clubs. For those who wish to be studious there are the book report clubs, various subject clubs and scrap book clubs. For the athletically inclined are various athletic clubs. Taken as a whole the hobby clubs form the nucleus of a try-out and finding feature of the vocational training of the junior high. The fact that students can change clubs at stated times makes the finding feature especially worth while.

To counter effect the work of secret societies.--

In larger city high schools, the so-called high school fraternity has become a nuisance. The fraternity is a

result of the attitude of the school toward the organizations of the youth. The schools had an attitude of leave it alone, then when the fraternity was found to continue its growth, the schools attempted to control. The period of control was past and the authorities attempted to outlaw the secret organization. The fight on secret societies was brought about by the ill effect they were having upon the school life. They were undemocratic and were contrary to the principles of public education. The schools are in part to blame for the situation as they had at one time a chance to control. Youth needs an opportunity to belong to an organization in which he can express himself and to do things. The school failed to furnish this type of activity, and the secret society sprang up. The school club can give the youth a better chance to do the things he desires. The school should sponsor the clubs and see that the clubs are built upon a democratic basis. Since all high school secret societies are undemocratic, boards of education which have found them in high schools have attempted to abolish them. Not all boards of education are as wise as the one in Dubuque (Iowa) which did abolish the secret society but went farther. The Board asked the Principal of the High School to take the societies and form clubs out of

them which would promote school spirit, democracy, and develop school unity. The school club furnishes an excellent means of abolishing the secret society without having a big intensive fight on one's hands. This is the plan of substitution and of letting the fraternity die a natural death. The schools are financed by a democratic people for the promulgation of democratic ideals and so the secret society cannot be permitted to function in the schools. The club is the solution to the problem. The club is democratic and it fulfills the needs of the students. The organization can be kept under school control and so can the membership. The school should furnish youth with this vehicle (the club). The club is needed to counteract the establishment and continuance of the high school secret societies. This is the peaceful means of control and the one least tried by the public school men today.

To develop attitudes and ideals.— When an individual joins a club in the school, he joins one of the few organizations which he will join during his life time with no idea of making money. Here in the hobby club the individual works for the joy of working and not for money. The wider problem of method in education is the developing of correct ideals and attitudes in the student. These are two

things that cannot be assigned or definitely stated but must come under the learning not found in formal teaching. The club program fills a place here, for it is in doing a club activity that one can stress the ideals he wishes his students to have. A club program comes the nearest to being the old Greek education of any that we have in America. In olden Greece, the great teacher or philosopher gathered the interested ones about him and taught them his ideals. The sponsor or adviser of a club can be compared to that Greek teacher for the club brings together those interested in the same thing. Although some educators are advising the teaching of morality through direct education, the plan has not been successfully worked to any great extent. Ideals if brought before a group of students and constantly kept there do not need to be stressed. The student needs a place to put his ideals and attitudes into action and that place is in the club. Practice with satisfaction can do more to develop correct ideals and attitudes than can the regular curriculum. Moral habits of action are gained through action. The mere knowing of how to act correctly does not mean that one will always make the correct response unless he has had a chance to practice.

The close contact of the individual with the other members of the group will develop his sympathy for his fellowman. The club demands cooperation of all of its members and when a club gets cooperation the training of the individual has been strengthened. The school is the agent for developing these ideals and attitudes. Holch reports that the superintendent of schools of Seward (Nebraska) tells of the vast improvement of the moral conduct of his students after he had organized school activities. The elimination of many undesirable practices such as cribbing, petty thievery, swearing, and obscene picture drawing will come by establishing school activities. The regular class room is handicapped in the formulating of correct ideals and attitudes but once they become habits through activities, they can be carried over to the regular curricular work. Clubs feel a need in getting the proper attitudes and ideals to the students. The clubs can put through a program so that the business man will not have two sets of ideals, or morals, one for his home and one for his business. The club will give him the chance to practice the right thing and then he can carry it into his business and home life. The club is needed so as to present this opportunity. The

teacher will be able to get his ideals and beliefs across to students better through club activities than any other place as sponsors can get into the real life of the club members.

Financing the Club Program

Every activity which the school fosters costs money. The American people are beginning rightfully to think of the ever mounting costs of public instruction. Were it not for financing them, the high schools of the country could be doing many activities which are now barred because of the expense. The activities which the educators feel have rightfully earned a place in school life are showing an increase in expenses which is alarming. Athletic teams must be equipped in such a way that one often wonders if the athlete is not being pampered too much and if it is all worth while. The school administrators must raise this money because the average board of education feels that it cannot rightfully spend the money for these things. If the crowds at athletic events increase when one has winning teams, then the school must increase its facilities for handling them. With a losing team, the school needs not

worry about too many in the stands but needs to worry how to finance that team. School athletics are not the only activities which are in need of support. Debate teams, music organizations, and all other school organizations found in every high school have this financial problem. Where the spending of the public money for these things leaves off or stops is a serious situation for all school people to face. If the public money could be used to finance the extra-curricular activities of a school, then the principal and sponsors of activities would have a far easier time than at present. Financing the activity is an important element in the life of the club. Clubs which are expensive are a hindrance to many students since the average high school student is not overburdened with money. If a club tries to carry on too large a social program the costs become prohibitive and the purpose of the club has been defeated. The lavishing of money on activities is in direct opposition to any thrift program a school may be trying to foster. Too much expense connected with the clubs makes the movement undemocratic as the membership becomes limited to the few who can afford it. The club must be handled in such a way that the poor student will feel no

burden so far as expense is concerned. To do this the school must work out a financing plan which will not be a burden nor too large an expense for the pupils, teachers, or the board of education. Most schools plan to make most of their activities self-supporting while others use a common fund to support the losing as well as the paying activities. The clubs could hardly come in under the common fund as they give no entertainment which will bring in any money. Their financial problem must be solved another way. The easiest way to finance a club program would be to apportion the cost equally among the club members. Often this plan would keep deserving individuals from joining clubs. It does have the advantage that a pupil is apt to have more interest in an organization if he helps finance the activity. He then feels that he has a real part in it.

Funds for the activities must be raised in a dignified way. If they are procured any other way, the program loses standing and falls into disrepute. The contests and entertainments which are given for the public will usually be self-supporting. They need no discussion as they come under the pay-as-you-go plan. The clubs and activities which give no public performances are the difficult ones

to finance.

Some schools are trying various plans and are thus experimenting to find the best one for their situation. Schools as a rule are coming to use the activity ticket more and more. This plan comes to the high school from the college where every student who enrolls is charged a certain price for a ticket which admits or gives him all of the privileges of the extra-curricular program. This plan has its advantages as well as disadvantages. The disadvantages are that the price of the ticket is apt to be so much that the average student will feel that he cannot afford it. Even though it does cost him less money than all the combined individual tickets, he feels that he cannot finance it. If the ticket is sold on the installment plan then the work of keeping the books is increased. The stopping of tickets when the payments have been permitted to lapse causes increased work for some one. The plan has an advantage in being based upon a good business idea and the administrator can get a more accurate idea of how to handle his budget for the coming year. Then again most of the students are already familiar with the installment plan as the country seems to be converted to the idea of a "dollar down and a dollar forever." The plan as far as the activity ticket

is concerned seems to be one of having the student pay so much every week for a certain number of weeks. The payments usually run five or ten cents a week. When the pupil makes his weekly payment, a stamp is placed on his card showing that he has paid all of his installments up to date and is entitled to go to all the activities coming during that week. It is not good unless it has been properly stamped. This scheme is usually handled through the home-room organization and does away with the labor of having ticket sales every so often. If clubs are financed under this plan they would need to get a prorated share of the receipts. This amount in turn would be divided among the many clubs in the school. Such a scheme would increase the amount of work that the supervisor of activities would have to do.

The colleges and senior high schools have an advantage over junior high schools in the matter of making profits out of their year book, magazines, and newspapers. These activities are not supposed to be carried on for financial gain and when profit is made it should go into a fund to improve the publication. These activities should at least be self-supporting. The average junior high school has its school paper but it is not enough of a money

producer to finance a club program. Some schools do use profits from school publications to help finance an activity program but this is not practical in a junior school because the profits are missing.

Two closely allied ways of raising money for the support of school activities are tag days and subscriptions by means of donations and public collections. Comparing the two as to dignity in methods the subscription plan is far ahead of the tag day. The subscription scheme is not a reliable one for financing as it usually falls short of the desired amount. Volunteer giving cannot be used successfully as all of the students are unable to give an equal amount and this fact hurts the plan. Tag days are nothing more than glorified begging with a pretty or charming girl doing the begging act. While the school may get some advertising from holding tag days, such days cannot be considered dignified and worth while to school life. The subscription list is far the better plan of the two. The school that cannot finance an activity program without tag days and subscription lists had better postpone the starting of those activities which carry expenses until it can see a way clear to financially care for its program. These two schemes will bring disrepute and disrespect to the

activity program too soon for schools to attempt to use them.

Some places use the fines accruing from library books kept overtime or those that are lost, to give a general activity fund. Any money derived from the source rightfully belongs in the library fund for replacements. Then again these fines would only serve as a small portion of the needed money. Interest from funds which the school may have on deposit is often used to help care for activities. This plan is not feasible since the average school usually has so little cash in the bank that the interest would not be worth mentioning. If the school does have large sums of money on hand then the principal has missed the real purpose of his activities. He should see to it that his activity program becomes a functioning one rather than a money making scheme. Rentals from lockers, but not locker key deposits, help keep a few school activities going. This scheme is decidedly out of place for the student is entitled to a free locker as much as he is entitled to a free desk.

Santa Barbara (California) uses the profits from its cafeteria to support the activities. This hardly seems fair as the cafeteria can hardly be said to be an extra-curricular activity unless it is planned to be run for

instructional purposes. The school usually expects the cafeteria to pay expenses and is, as a rule, run to furnish its patrons good food prepared cheaply and without profit. One can hardly justify the use of funds derived from the profits of the cafeteria to finance his activity programs.

Perhaps the most undignified way and a scheme which is certainly not worth while, is for a school to collect junk, old iron, and newspapers to sell. This plan makes junk men out of students whom we are trying to keep out of blind-ally jobs. Laughs, criticisms, and objections to a school's activity program would follow if one tried to use this plan. This is at least one way the schools should not try.

The plan which is the best and the most feasible is that the board of education take over the activities and finance them. Since boards of education have seen fit to place their stamp of approval upon them, they should finish the job. The boards have approved them since they have given the activities a place in the daily schedule, given the time of the teacher to handle the activity, have appointed directors of activities, and in some cases have bought equipment for various activities. The supervisor of activities should submit to the board an estimate

prepared by the various sponsors of the amount needed for the various activities. The board should, if at all possible, subsidize them. The board could insist and collect a small fee from the members of the various activities but the problem of buying equipment which costs money would be taken care of by public funds. The subsidizing of activities would do two things for extra-curricular activities: (1) The results would be more tangible and worthwhile as the spending of public money for activities would result in the public demanding more and better returns; (2) the activities would be given a more dignified place in school life and would not be a side show only.

Dement made a survey of the plan of financing activities in the high schools of California by sending out 65 questionnaires to as many schools, of which only 20 replied. These reporting schools gave the following seven ways by which they supported their extra-curricular programs: (1) The student body pays fees and class assessments, (2) the use of the gate receipts and ticket sales (supposedly athletic contests), (3) the receipts from plays, programs, and entertainments, (4) the sale of publications and advertisements, (5) donations, (6) funds from the board of

education, (7) profits from the cafeteria. (Santa Barbara school reported this plan). Donations were reported by one school but could hardly be used as a method of financing the activities. This article did show that the schools were using nearly all of the possible ways of raising money for activities.

A bulletin from the University of North Carolina Extension Division quoted by Myers gives the following plans of entertainment for the financing of the activities: "(1) Festivals. Holiday celebrations such as May Day, Valentine parties, Armistice Day. At these celebrations a small fee is charged. (2) Parties: Children's parties, lawn parties, silver parties and receptions. (3) Concerts: Local talent, musical concerts, and the like. (4) Feeds: Box suppers, chicken stews, pie dinners, cake sales, oyster suppers, sandwich or candy sales. (5) Community affairs: Community Christmas trees, community athletic field day, community picnics, community fairs, community circus. (6) Miscellaneous: Debates, plays, pageants, songs, school exhibits, popular girl contests, story hours, and games, library nights, illustrated lectures, moving pictures, rummage sales, and carnivals."

Most of the above would furnish some money but the means of raising it are not exactly the best as they are all forms of taking it from the public. The schools doing these things would infringe upon the church's territory also.

The Girl Reserves in the Hutchinson (Kansas) High School help finance their program by having sandwich days on a certain day of every week. This gives them some little cash to pay local expenses.

At Liberty Junior High School, the Girl Reserves have a small initiation fee and then they sell candy bars at the school ball games. The Girls' Athletic Association is financed the same way. The Boys' Hi-Y is financed through initiation fees and by shares of any entertainments given in which they are interested. Financing the hobby clubs is done in two ways. The student is asked to pay for any expenses incurred in purchasing anything which becomes his individual property. The expenses which are more of a general nature and could be called overhead expenses are met by the school giving some form of an entertainment to defray the cost. This year (1928) the expense was met by the Student Council bringing one feature moving picture to the building. The Travel Club financed the cost of their

reels of pictures by giving an entertainment so that there was no individual expense. The Boys' Cooking Club is cared for by the Board of Education. The clubs are inexpensive and no one is kept from joining any club because of finance.

The clubs, after having their expenses financed, must have a legitimate way of handling the money. The money should be very carefully handled as it gives students the right kind of training in business matters. When funds are loosely handled and no check made, the pupils are very apt to become careless. There may be two principle types of organizations in the handling of funds. First, the decentralized organization in which the club handles its own finance as it chooses. Each club raises its money and spends as it sees fit. The plan may work but there are objections to it and it is apt to result in poor finance and often unpaid bills. The centralized organization is one in which all funds coming from activities are handled by a central treasurer. The club treasurer would still get the practice of handling, collecting, and reporting on receipts and disbursements, but he would turn all receipts over to the central treasurer. Whoever the central treasurer is, he should be bonded, should be easily

located, and should have regular hours. Ordinarily, the central treasurer will either be some one in the principal's office, or some one in the commercial department, or some one connected with the school bank. The school principal handles the fun's in more than half of the schools. The club treasurer collects the money, then turns it to the principal who will give the club treasurer a receipt for the cash. The central treasurer makes the receipt in duplicate, keeping the original receipt and giving the duplicate to the club treasurer. In disbursing the money, the club treasurer writes a pay order to the one getting the money. This is made in duplicate and is signed by the sponsor of the club as well as by the club treasurer. The original order and invoice are delivered to the central treasurer who issues a voucher check for the amount of the pay order. The duplicate order remains with the club treasurer so as to form a check. The central treasurer does not pay an order unless the original invoice is filed with him. When a club desires to purchase materials, a requisition in triplicate should be issued and signed by the sponsor and the club secretary. One copy should go to the vendor, one to the central treasurer, and one should remain as part of the club records. The central treasurer should issue a

statement once a month to show the financial condition of the clubs. A committee composed of both students and faculty should be appointed to oversee the finances of the school. The committee should prepare the budget to act as a financial guide for the school.

The plan of having the commercial department and school bank is very similar to that of the principal's office except that the treasurer is shifted from one place to another.

Whatever method the school plans to use should be developed by that school and not taken from elsewhere and adopted by it. The centralized plan is the better for the average high school as it serves as a check on its departments as well as giving the necessary service. The school administrator must be able to get accurate reports on finance and then to see that the funds are handled in a way which is above criticism.

Club Practices

No study would be complete without a view of what the better junior high schools are doing in the matter of club organizations. While the movement is comparatively a new one, some schools have been experimenting and developing a good system of clubs. The policy of most of the schools seems to be to organize and then go slowly, attempting to satisfy their local needs with reference to both school and community.

Lyman writes of the school policy of the Ben Blewett Junior High School of St. Louis (Missouri). This school is described as being in one of the best residential sections of St. Louis and having only a foreign born school population of 15 per cent with 85 per cent American born. Most of the students are planning on entering the senior high. The ability of students ranges from the very bright to the dull, being in this respect like the average junior high school. The school planned to organize enough clubs to care for all the students. At the time of this article, Ben Blewett had six athletic clubs in which membership was strictly voluntary. These clubs were not based on athletic ability but were more for physical development. In addition to these

six athletic clubs, there were organized twenty-eight subject clubs or what might be termed hobby clubs. The aim of the school was to have every student enrolled in at least one extra-curricular activity. Participation was not compulsory but was left to the wishes of individual students. The result was that only about fifty students went to the study hall. This was a small per cent of the pupils enrolled. The six regular class recitation periods were shortened enough to provide for an hour's time for clubs at the close of the day. The clubs meet the last hour of school. No report was made as to any objections at this time. Each club had a sponsor who acted as an adviser instead of director. Attendance records were kept and students were required to be present. All of the clubs correlate either directly or indirectly with the regular curriculum. Sponsorship was obtained by teachers who were interested in various subjects volunteering for the work. Interest was good since both sponsors and students volunteered for the club work. The clubs developed school morale, initiative, and leadership. These results were obtained by having the students elect their own officers, make their own rules, formulate programs, speak and act

freely in the club. The participation in club activities was used as one of the three things upon which the school awarded the Blewett "B" to its students. The letter could not be earned unless the student did participate in extra-curricular activities. The letter was awarded to develop knowledge, ideals, and habits of good citizenship. The policy of the school in the club work was to adapt the organization, methods, and experiences to the needs of the adolescent. In doing this, the student was always urged to be a good citizen of the school. School life was based on the principle that school, was a miniature democracy and that in participating here, one could develop into a good citizen for his country. Club activities were based upon the principles of education and at all times the difference in the individual in mental and physical capacity was remembered, also the fact that these students were changing from day to day.

Lyman discussed the school clubs of the Washington Junior High School of Rochester (New York) in the School Review for March, 1920. This school established clubs and took as its guiding principle for clubs and schools, "Make a democracy of the school." With this in mind the school

established 49 clubs with 64 leaders and with a total membership of 1,650 students. Clubs found their way into the school through a development of the school activity program. The scope of the clubs was students and the ability to find leaders among the faculty. Students were required to belong to some club. This meant 100 per cent participation on the part of the students. One assumes that faculty participation was also required. The student could choose any club he desired as membership in the clubs was not based on grades. The only determining factor in the club selection was the choice of the student. The students elected their own officers, arranged programs, made own rules, and ran the club under the direction of the faculty sponsor. Membership in some club was required by the school administration because many of the students had no outside interest and needed a study period. This school believed that the clubs served a double purpose as they correlated both cultural and vocational training. This was and still is, in keeping with the best educational advance. The student who had to leave school early was given sound educational guidance and the foundation of trade efficiency. Throughout the entire club organization, the needs and the capacities

and the increasing maturity of the growing boys and girls were studied to help them progress in school. All activities were definitely planned to make life in school a direct preparation for life in the city. This was helped by having the clubs meet on a regular scheduled time on Friday of each week from 10:55 to 11:50.

Monroe (1926) discusses the club practice of Barbour Intermediate School, Detroit (Michigan). The school administrators in establishing a club program for this school did so upon a basis of directing the social instincts of the pupils. The school has an enrollment of 2,000 students who are enrolled in about 60 clubs. Although membership in these clubs is not required but is strictly voluntary, the great majority of students prefer to join a club. Only 51 students went to the study hall. The clubs meet at the same time once every two weeks and this time is the last period of the school day. Each club has a teacher adviser and a program which is carried through the semester. The clubs are under the general supervision of a director and committee composed of students and teachers. The clubs were as a rule hobby clubs and ones in which students of this age would be interested. The clubs were started in

1922 at the suggestion of two department heads who were given general oversight in the matter of clubs. The student body has had a 50 per cent turn over and the teaching force has been the usual changes. The clubs continue to thrive and prosper with these many changes. The administration in charge of this school saw the need of clubs because of the forming of gangs by the students. The wise teacher attempts to direct these tendencies into the right direction. The best teachers in the building were already taking care of this tendency so the question arose whether or not a chance to participate in some activity was not due every child. Four steps were followed in the organizing of clubs: (1) A committee of teachers was appointed by the principal to study the situation and to recommend a plan of action. (2) The teachers had to be educated so that they would be willing to try the experiment and then be able to carry it out successfully. (3) The interest of the pupils was focused on the idea, and then were invited to voluntarily enroll in clubs, including the 13 clubs already existing in the school. (4) The coordination and direction of the clubs had to be handled in such a way as to give them a dynamic purpose and continued activity. The committee drew up these principles

for clubs: (1) That a club should have some definite and worthy reason for being, (2) that its purposes and activities should be children's and not adults', (3) that membership should be voluntary in any club. The clubs were not formed in a hurry but the school carried on a campaign for three months for awakening the pupils and explaining the clubs to them. Every meeting in which students participated some advertising work was carried on. After this campaign the students made their first, second, and third choice of clubs in a home-room meeting. The clubs were formed and then lived. They worked out projects and had an exhibit week. The school authorities think they saw many good results for the plan. The teachers believed clubs did all that was claimed for them. Students are deeply interested. Teachers have learned to handle clubs. The right use of leisure time has certainly been developed in a large school. The clubs in this school worked and were continued by an enthusiastic group of teachers.

Prunty (1926) wrote of the extra-curricular activities of the Tulsa (Oklahoma) High School. He has given them a definite place in the schedule and perhaps done more to curricularize them than any other man in the country. Instead of clubs, he makes his big work be done in the

home room. His home room meets every day for 25 minutes and the school clubs meet after the last session. The clubs which are organized could not be termed hobby clubs as their clubs seems to be found along one or two departmental lines and have a definite idea of advertising or boosting that department. In the English Department are found the Writer's Club and the Advirters Club. In the Art Department are the Cartoon Club and the Design and Boster Club. The three school clubs are the T Club, The Booster Club, and the T-Walkers. All of the above clubs have requirements for membership so that in reality the average student of Tulsa (Oklahoma) does not have a chance to join a special club or one that might be termed a hobby club. The author is exceedingly well pleased with his present activity schedule as carried on through his home rooms.

Most reports of the club practices found, consider only the large school plant, but Simmond reports on the extra-curricular practices of Bellflower (Illinois) High School. The school is situated in a rural village of 500 people which furnishes 20 of the 90 students of the high school. The activities found in the school are under student management. Good citizenship is the foundation upon

which their activity program rests. The students come together for 30 minutes at the beginning of the day's work. The school has the regular class organization. Only few clubs are found in a high school of this size. They are the Agricultural Club for boys, the Home Economics Club for girls, and a Boy Scout organization with the agricultural teacher in charge. The various music clubs are classed as extra-curricular activities and meet the last period of the day. The three clubs meet after the last class or they sometimes have evening meetings.

Foster describes the practices of Langley Junior-Senior High School of Pittsburgh (Pennsylvania). This is a high school which includes the grades 7 to 12, inclusive, and has 1,400 students, being operated as one six-year school instead of two. The school arranges for an activity period of one hour in the regular schedule. This hour is divided into two parts. Fifteen minutes are to be had at the beginning of the school day for a chapel period. The real activity period of 45 minutes is held the first thing after lunch and is called the fourth period. In this school, Monday is the day upon which the clubs meet. The school sponsors 36 clubs most of which could be termed

hobby clubs and the others are of a more or less curricular nature, being used and intended for curricular reinforcement rather than curricular extension. The clubs except five meet on alternate Mondays. The other Monday is used for study purposes. In the Home Room Club activities are directed by the principal through teacher assistants. Club reporters submit a full written report of each meeting to the principal. Each club elects its own officers and conducts business in a regular way. Each club has a faculty sponsor who volunteers for the sponsorship. Membership in a club is upon a volunteer basis. At the beginning of each semester a full list of clubs is posted in the Home Room. The student fills out a club choice card giving his first, second, and third choice. About 75 per cent of the students participate in these club activities. The club may have members from both upper and lower classes. The entire extra-curricular program was started with the idea of socializing the students of the school by adopting a program suited to the needs of the youth of adolescent stages.

In the Holmes Junior High School of Philadelphia (Pennsylvania) all extra-curricular activities are used to further some form of guidance such as physical, curricular,

social, vocational, civic, avocational, and ethical. Part of these will be through the different activities. Clubs were organized as such to give aid to other organizations attempting to do the above seven kinds of guidance. The school has 77 clubs organized and each club has a definite time schedule as they meet during the activity period which is the last period in the day on Monday, Tuesday, and Thursday. Under this plan a teacher may sponsor more than one club. Every teacher is expected to sponsor at least one club. Students are required to join at least one club and the student who has no conditions in school work may have membership in three clubs. If he has one condition he may have two memberships. Before any club is organized in this school, the club is studied with reference to the local situation. Clubs which would be popular for a little time are not organized. The clubs must supply a community need. The sponsor or founder of the club must be able to forecast the activities of the club. The club must find its activities in the inherent nature of the students. After each club has passed the above test and been placed in the club roster, the entire club system is tested in a meeting of teachers and principal. Four checks are used: (1) Does

the present club system offer enough opportunity for guidance? (2) Are the needs of the children and community met with the present system of clubs? (3) Do the clubs cover the requirements of the seven objectives of education as set forth in the Cardinal Principles of Secondary Education? (4) Do the clubs cooperate with all clubs dedicated to civic betterment, patriotic uplift, or altruistic service? The parents are told of the clubs through the Parent-Teachers' meeting and the student finds a list of clubs in each classroom so that he can think over his choice. Divisions are not rushed. The clubs are not allowed to be overcrowded. Clubs are established in which membership is limited to certain classes or to people meeting certain requirements. The ninth grade has the privilege of first choice, then the eighth grade picks its clubs. The seventh grade or beginning class is sent into three clubs, Story Hour, Travel, and Music Appreciation. Clubs raise their own expenses and are required to be self-supporting. Senior high school students are not allowed to retain their club membership in the junior high school clubs. The administrators in charge of Holmes Junior High School believe that their club program is doing more than they thought it would. The teachers as

well as the pupils are very much in favor of the program. Each of the departments has sponsored various clubs which were related to its work.

Literature Relating to Club Practices

The fact that in recent years the literature relating to extra-curricular activities including clubs has had a remarkable increase, shows that the school administrators are taking an increased interest in these matters. The educational magazines have been having many articles relating to these subjects. The National Educational Association has had speakers from various schools talking about activities. Books are appearing on the market in astonishing numbers. The literature is about to the place that any one who desires information relating to any form of activity can find a plan described which has been working some place. A similarity among the books exists and a few outstanding ones are the pick of the lot. The authors of texts relating to the principles of secondary education are including chapters upon the extra-curricular activity movement with reference to secondary schools.

Perhaps the best statement of the underlying principles of extra-curricular activities which includes clubs, is the one issued by Briggs which was at the beginning of the movement relating to activities. In this article, the author has stated the reasons for activities, what they are, and the best time for holding the activity period. This is an exceedingly well written statement concerning activities and any one who considers establishing an activity program should have this article to read and think over. Briggs can be credited with giving impetus to the movement when he placed his stamp of approval on it. The same author continues the sanctioning of activities. This article while not mentioning extra-curricular activities does show how a liberal education will be more nearly obtained through the use of interests started in youth between the ages of 10 and 15. The article is well worth one's time for study.

Douglas devotes a chapter to extra-curricular activities. Only the more recent authors of books on secondary education are touching this subject. The author of this text gives the underlying principles in the building of a program. He discusses each type of extra-curricular activity such as the assembly, the home room clubs, school publications and so on. This chapter is not an extensive

discussion but is one that can be the beginning of a study of extra-curricular activities. It is a safe and sound discussion which would lead no one astray. He gives only one specific case relating to school clubs but in this one he does approve the use of them to further the educational principles. He lists 30 clubs which are usually found in secondary schools. The article shows the growth and need of a study of extra-curricular activities when one reads what . Ingles said in his book concerning extra-curricular activities. This author dismissed the whole question with one paragraph in which he shows the possibilities and dangers of an extra-curricular activity program.

Boos devotes a chapter to extra-curricular activities which he calls "allied activities." In the first part of this chapter he shows the changing attitude toward these activities. This author summarizes recent opinions and practices. The chapter is a compilation of what the men in the field think of the movement. This material was gathered and organized by students of Boos. The 25 values claimed for activities are listed showing the number of writers giving recognition to each value. The nine hindrances are also listed with the number of times mentioned. Boos lists

the 27 underlying principles that are mentioned by any writer. He then separates the activities into their fields and discusses each of them. This chapter does go farther than any of the others as it includes the needs for a dean of girls in the secondary school. School clubs as such are only mentioned and apparently were given practically no study by Ross. This chapter would be an excellent one for the reader if this were the only book available but aside from the portion on the dean of girls all of the material is available in more details in other books.

Davis discusses extra-curricular activities under the title, "Collateral activities." He begins the chapter with the statement that every junior high school should make adequate provision for the caring of all students in collateral activities. The idea to be kept before the students is that "he profits most who serves best." The collateral activities include general assembly, community service, student self-government, home rooms, school clubs, dramatics, athletics, and social recreation. This author is exceedingly in favor of all of these activities. In his discussion of school clubs, he uses the booklet issued by the Washington Junior High School of Rochester (New York). This shows

the purposes of clubs, why they are needed, how organized, and when they meet, including a list of 60 possible clubs. The club plan of Manual Arts High School of Los Angeles (California) is given and includes 14 possible clubs. Davis does not recommend the same list of clubs for a junior high school as are found in a senior high school. This article is worth reading if for nothing more than that the viewpoint of the author is gained, although it also contains some practical suggestions for a student of this movement.

Cox tells how this may be accomplished through clubs and societies found in the high schools. The theme of this book is the development of citizenship through the use of many. This book gives the underlying principles as believed by the author. He advances the theory that membership in the clubs should be compulsory for all students. This book has a good paragraph on the high school fraternity and the objections to it. The author has a valuable paragraph for the administrator, who is beginning a program, discussing the recommended procedures. These procedures are of such a nature that a person without club experience could follow them and make a success of his undertaking. This book is well worth having, not only for this chapter but for the entire methods given to develop a socialized school to

give the students their training for citizens in democracy.

Not all texts worth considering in this study come under the topic of extra-curricular activities. A study of the psychology of the adolescent youth is certainly worth the time and the effort of any one interested in a club program. The earlier and perhaps by far the most intensive study made of adolescent youth is the work of Hall. Although Hall may not be accepted as fully as he has been in the past, however, his chapter on "Social Instincts and Institutions," is certainly worth reading for any one seeking the understanding of the need for clubs. The reader will have a better understanding of why the club will work in a junior high school.

More recent is the work of Peckstein and McGregor in which the traits and needs of adolescents are traced. Chapter 19 is a good chapter on the club activities of the junior high school. Included are plans of how to start a club program and then how to use it. This chapter is really worth reading especially for the activity program. The whole text is worth anyone's consideration.

The National Society for the Study of Education made a real contribution to the study of extra-curricular

activities. The aim of this book was to collect the material describing the current practices and opinions of all extra-curricular activities. The study was confined to the elementary and secondary field of education. The book contains the underlying principles of activities and an analysis of the material. The report of the practices found in the schools which have a working extra-curricular program gives the administrator a chance to compare his practices with those which are considered the best. This text includes every form of extra-curricular activity which is present anywhere. The chapter on "Club Practices" was worth the time spent on the book as one finds the advice he needs. The plan which Koos offers for evaluating the extra-curricular activities will serve as a check on the administrator who is apt to become over enthused and then let the activities run the school. The fact that this society made a study of this problem shows the growing importance of these activities.

One of the best texts on extra-curricular activities is the one by McIlwain. This book is well written, covers the entire field of activities, gives the checks for establishing a program and the dangers to be avoided. Two

chapters interest the administrator who is thinking in terms of clubs. They are the one on clubs and the other is on the financial administration of all activities. Under clubs comes (1) the value of clubs, (2) how to organize, and (3) the activities of the various clubs, including a long list of possible clubs to be organized. The chapter on financial administration does what most of the literature fails to do and that is tells one how to raise the money for these organizations. This is a vital problem to the administrators. The same chapter shows how to care for money after one raises it. The system of financial accounting is worth a study. The entire book furnishes excellent reading and study to one interested in the extra-curricular activity field. This is one book that every principal needs in his library where his teachers can have easy access to it. It is an outstanding book in extra-curricular activity field.

Stern has prepared a book on clubs in which is discussed the methods of starting clubs, making the constitution and by-laws. This text also contains a set of workable rules of order. This book is intended for the organization of all clubs rather than of hobby clubs in the schools. It does contain many valuable suggestions to

organizers but it fails to give a real discussion of school clubs. Much of the book is of such nature that the schools would be handicapped in using it.

Oak Park (Illinois) High School has a series of school clubs which have been discussed by Blackburn. This text discusses why they have clubs, student government, and the time of the activity period. After the foundation has been laid, clubs for boys and girls are discussed. Each club in the school has a chapter. This chapter includes the underlying principles of that club and a discussion of the activities including any social functions the clubs may have. This text is one of the practical books on the market.

Dean and Bear have prepared a book which directs the attentions of the public to the functional values of the various types of extra-class activities found in the modern high school. The text shows how these activities may be used to train the boys and girls for efficient, intelligent, and sympathetic living in a group. While the book includes all activities found in high schools, one chapter is of special interest to the individual interested in clubs. This is practical in nature and would aid one in establishing clubs. The text contains material which is overlooked

in other books. It also has a discussion of literature relating to extra-curricular activities. The high schools of Joliet and Decatur (Illinois) were used as the experimental schools in getting this data together.

The latest material appearing in the field appears in the North Central Association Quarterly issued by that organization. This quarterly contains a report of the subcommittee on extra-Curricular Activities. The problem as stated by them was three-fold as follows: "(1) To list the specific things which pupils do in various extra-curricular activities, (2) to evaluate these activities in terms of North Central Association objectives, (3) to cite references to helpful literature on the extra-curricular activities." The committee has done a valuable piece of work in classifying the various activities found in the high schools with a long list of objectives claimed for each of the activities. The report contains good references on each of the various parts of the activities. This has an advantage as it is exceedingly new.

Romer and Allen have prepared a text in which the Little Rock (Arkansas) High Schools were used as a laboratory. The book contains the various activities of the

school including a good chapter on clubs. The authors have arranged a very full bibliography on each of the chapters. A good outline for the chapter is found at the beginning. The text is practical and valuable for students of extra-curricular activities. Because the things have been tried and have worked one can feel safer in trying to adapt the text than if it were all theory without practice.

Perhaps one of the three best workable and most practical books in the field today is the one by Myers. The author has had a varied experience in the field of education and talks from the place where these things really work and not from supposition. A complete set of principles is established for the reader. He lists the objectives and then does what so many fail to do, he gives a number of dangers to be avoided. Part two of the book is given over to club life in the school. This includes the underlying principles of clubs, a list of them and their work, values to be derived, and best of all how to organize these clubs. What to do at the first meeting and other meetings is discussed. The various societies in school are covered. A complete list of references on each part of the book is at the close of each topic. The author also suggests ways and

means of financing the various activities. This is an excellent text because of its practical nature. One can find in it every activity discussed and the best plan of putting it over. The author has covered more material in this text than any other one has.

The text which takes the extra-curricular activities of the school and places them on a guidance basis is the one by Thomas-Tindall and Myers. This is the only text at present which confines its work to the junior high school. This fact makes it more valuable to one in the junior school than any other. The book is worth a careful reading because of the way in which the material is handled even though the reader is not interested in reading school activities. The volume is not theoretical but is a record of the growth in thought and experience in the Holmes Junior High School of Philadelphia (Pennsylvania). The chapter on clubs establishes the basic principles, and then a complete checking system listed for the organization. The clubs are then listed with their purposes and activities. The club schedule is shown. The reader can take this chapter and establish a system of clubs. This is the most practical

work on the clubs in junior high schools. This is real contribution to the establishment of an extra-curricular activity program. In every instance all activities have been checked against the seven cardinal objectives of secondary education.

Magazine articles covering nearly every phase of the field can be found. Article relating to club practices of various junior high school are to be found in School Review under the authorship of Lyman. In these articles he discusses the Ben Blewett school of St. Louis and the Washington Junior High School of Rochester (New York). These three stories tell of the actual workings of these schools and are worthwhile.

The needs for clubs is shown Pound. This shows that clubs may be made to serve the satisfaction of the girl's social instincts, to give them leisure time interest in music, art, and drama, and to train them in right social standards.

Shouse in School Review gives 10 reasons for clubs after he had used a club program in the school which was under his direction. This article shows what one man can do with a carefully directed program for clubs.

Pretwell gives a good discussion of the place of extra-curricular activities in education in School and Society Magazine. He shows the place of clubs and how they could be used.

In School Life Terry gives the value of supervision of high school student organizations. He defines supervision, lists objectives to be achieved, and then the value to be derived from the activities. The article is well worth studying.

The above are only part of the many good things to be found in the educational magazines which have activities written by men who are doing these things.

PART II. THE CLUB PROGRAM OF LIBERTY JUNIOR HIGH SCHOOL

Survey of Liberty Junior High School

Liberty Junior High School was established as a junior high school in September, 1918. The building at that time was one of the best adapted buildings for a junior high school that there was in the state. The building has 18 class rooms each built so as to accommodate 29 pupils; a manual training room with tool and finishing room for 22 students; a domestic art room and a domestic science room equipped for 24 girls; a science room; a gymnasium; an auditorium built to seat about 760 people; and a study hall and library combined. The study hall seats 125 students. The school was started with approximately 350 students while today it has 625 names on its rolls. The teaching force consists of 23 teachers of whom 18 are women and seven men. The school is located in the north part of town and draws most of its students from the residential district. The parentage of the children shows that most of them come from homes that might be termed the middle class as the parents are for the most part engaged in business, trades, or the

professions. In the ninth grade about 15 students live on farms, having finished elementary education in rural schools, now driving to Hutchinson for high school work. The nationality of students will be nearly 100 per cent American as very few are foreign born or have parents who are foreign born are to be found in the district. The school enrolls practically all white children as only six colored pupils are on the rolls. These six consists of two girls and four boys.

The school began the school year of 1928-29 with an enrollment of 602 consisting of 295 boys and 307 girls. On November 1, at which time the age-grade report was made, the school had the following enrollment:

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Seventh B	91	71	152
Seventh A	26	14	40
Eighth B	74	115	189
Eighth A	16	8	24
Ninth B	91	94	185
Ninth A	11	10	21
Total	<u>299</u>	<u>312</u>	<u>611</u>

The "B" classes in each of these cases is the first half of that year's work while the "A" classes are the last half of the work and are the classes which enter the building at the middle of the year. The school enrolls nearly as many boys as it does girls. The balance between the classes is interesting especially at the end of the fifth month following the first semester's promotion when there were 300 boys and 302 girls on the rolls, there being more boys in the seventh and ninth grades than there were girls but the eighth grade had so many more girls than boys that the girls held the lead in the building by two.

The students are of the type ordinarily found in a school system, ranging from the superior to the dull. The school attempts to care for each of these by work done in the class room. The students are very much interested in school work as shown by the per cent of attendance which the building has month after month. Unless contagious or infectious diseases are present in the district the per cent of attendance will be better than 93 per cent. The attendance for the year, 1927-28, was 97.5 per cent. The tardies for the entire previous year were only 83 which is a most remarkable record for the large number of students, some of whom come four or five miles in all kinds of Kansas weather to be

in the class room by 8:30 a.m. The students remain in school and do not quit to go to work or play ground. The school population does shift some as some move out of the district or leave the city but as a rule the building has about as settled a population as any in the city. Forty-eight students who had been in attendance at this building have left school during the first six months of this year. Of this number, 33 have entered other schools, 15 have severed all present connection with schools. Of this number, nine left because of either personal illness or illness in the family. This leaves six who quit either to go to work or were dissatisfied. Of these six, four were girls and two were boys. The holding power of the school is good or it could not show such a record. All six of these pupils had done some failing work. The students of the ninth grade class will usually go 100 per cent to the senior high school. The student who ceases to come to school at the end of the freshman year is rare and so we consider that about 98 or 99 per cent of our students enter the senior school.

An age-grade table is always interesting as it shows the way in which the students have progressed through the school system. The table is compiled by two methods in

Hatchinson (Kansas). One is using the Strayer-Englehardt table which allows one year for a student to make normal progress. Under this table, no attention or provision is made for late entrance or any other causes which might keep students out of school. The other plan which is used by cities desiring to show a low per cent of retardation is one in which a student is allowed two years in which to make a grade so as to show normal progress. Both tables follow:

Table I. — Strayer Englehardt
(November 1, 1928)

Age (Year)	Seventh								Eighth								Ninth								Total	
	11 yr. 9 mo.				12 yr. 3 mo.				12 yr. 9 mo.				13 yr. 3 mo.				13 yr. 9 mo.				14 yr. 3 mo.					
	B	G	T		B	G	T		B	G	T		B	G	T		B	G	T		B	G	T			
10																										
10½	1	2	3																							
11	6	6	12		2	0	2		0	1	1															
11½	15	12	27		0	0	0		2	1	3															
12	30	24	54		1	2	3		3	8	11		1	0	1											
12½	19	13	32		7	4	11		8	19	27		0	0	0											
13	4	3	7		4	4	8		21	28	49		2	0	2		6		12							
13½	3	3	6		5	3	8		18	26	44		1	1	2		13		19							
14	1	4	5		2	1	3		16	11	27		3	5	8		20		54		2	2	4			
14½	1	3	4		2	0	2		4	11	15		5	1	6		27		45		1	3				
15	0	1	1		1	0	1		0	6	6		1	0	1		14		26		3	4				
15½	1	0	1		1	0	1		2	2	4		2	1	3		7		11		5	2	7			
16					0	0	0		0	1	1		1	0	1		3		7		1	2	3			
16½					1	0	1		0	0	0		0	0	0		4		7							
17									0	0	0		0	0	0		5		7							
17½									0	0	0		0	0	0		0		2							
18									0	1	1		0	0	0		2		2							
Total	81	71	152		26	14	40		74	115	189		16	8	24		91	94	185		11	10	21			
Normal age	49	37	86		11	8	19		39	54	93		4	6	10		52	47	99		3	4	7			
Overage	10	14	24		12	4	16		22	32	54		9	2	11		27	28	55		6	4	10			
Underage	22	20	42		3	2	5		13	29	42		3	0	3		12	19	31		2	2	4			
Per cent																										
Normal age	32.2	24.3	56.5		27.5	20.0	47.5		20.6	28.5	49.1		16.7	25.0	41.7		28.1	25.4	53.5		14.3	19.1	33.4			
Overage	6.6	9.3	15.9		30.0	10.0	40.0		11.7	16.9	28.6		37.5	8.3	45.8		14.6	15.1	29.7		28.6	19.0	47.6			
Underage	14.4	13.2	27.6		7.5	5.0	12.5		6.9	15.4	22.3		12.5	0	12.5		6.5	10.3	16.8		9.5	9.5	19.0			

Table II. - Age-Grade table at two-year intervals.

(As of September 1, 1928. Made November 1, 1928)

	Seventh			:	Eighth			:	Ninth			:	Total		
	B	G	T	:	B	G	T	:	B	G	T	:	B	G	T
Below 13	81	63	144	:	14	29	43	:				:	95	92	187
13-14	16	13	29	:	42	55	97	:	12	19	31	:	70	87	157
14-15	6	8	14	:	28	28	56	:	56	50	106	:	90	86	176
15-16	3	1	4	:	5	9	14	:	22	26	48	:	30	36	66
16-17	1	0	1	:	1	1	2	:	10	7	17	:	12	8	20
17-18	0	0	0	:	0	0	0	:	2	2	4	:	2	2	4
18-19	0	0	0	:	0	1	1	:	0	0	0	:	0	1	1
19-20	0	0	0	:	0	0	0	:	0	0	0	:	0	0	0
Over 20	0	0	0	:	0	0	0	:	0	0	0	:	0	0	0
Total	107	85	192	:	90	123	213	:	102	104	206	:	299	312	611
Normal	22	21	43	:	33	37	70	:	32	33	65	:	87	91	178
Over-age	4	1	5	:	1	2	3	:	2	2	4	:	7	5	12
Under-age	81	63	144	:	56	84	140	:	68	69	137	:	205	216	421
Per cent				:				:				:			
Normal	11.5	10.9	22.4	:	15.5	17.4	32.9	:	15.5	16.0	31.5	:	14.2	14.9	29.1
Over-age	2.1	0.5	2.6	:	0.5	0.9	1.4	:	1.0	1.0	2.0	:	1.1	0.8	1.9
Under-age	42.2	32.8	75.0	:	26.3	39.4	65.7	:	33.0	33.5	66.5	:	33.6	35.4	69.0

Table I, which is the rigid conservative schedule, shows that the building has a retardation of only 27.8 per cent with most of this being found in the mid-year classes which comes into the building overage. This is not the fault of the elementary schools as many of these students are not on par with other classes in the matter of intelligence. Many of these students are ones who have moved from one city to another, thereby losing out in schools. Others of this same group have lost a semester's work through either personal illness or illness in the home. This leaves 51.4 per cent of the students where they belong. They have made normal progress through the grades. The largest per cent of normal age is in the seventh B grade with the lowest in the ninth A grade. The boys of the building although fewer in number (by 13) furnish a larger per cent of normal students. Girls furnish a larger per cent of overageness than do boys. To make the report correct statistically and psychologically, the girls also furnish the larger per cent of students who are underaged. The building has an underageness of 20.8 per cent of which 11.8 per cent are girls and 9 per cent boys. The seventh B grade again furnishes the larger per cent of students for

the underageness group. This report of this school will compare very favorably with any junior high school in the country.

When the two-year interval age-grade table is considered, normal, over and underageness take on an entirely different appearance. The normal-age group has a percentage of 29.1 only with the largest number being found in the ninth grade. The overageness shrinks to nearly nothing as only 1.9 per cent are overaged with the ninth grade again furnishing the largest number. The per cent of underageness is remarkable in that 69 per cent of the entire number of students in the building are ahead of where they should be. In this division the seventh grade furnishes 75 per cent of this number with boys in eighth grade giving the lowest per cent. The boys under this table exceed the girls in only overageness which is directly opposite to what it was in the other table. The building makes a wonderful showing by using this kind of an age-grade table. This table is attached because so many schools in publishing their reports use this scheme to tell of their good work. This will be the table by which comparisons would be made and in order to have comparisons made on the

same basis, this table is given. The fact that the mode of the building in age is 14 is an interesting item with three people in the building being only 10½ years of age and three above 17.

The occupations of the parents as shown by the report of the individual members of the various clubs is interesting. In the following table the parent's occupation is classified by the usual vocational standards. This is done so that one can see at a glance how the various clubs fall into the occupation.

Table III.— showing occupation of parents of members of the various clubs

Club	: Agri- : culture	: Mining	: Manual : and Mech. : Indus- : tries	: Trans- : portation	: Trade	: Public : Service	: Profes- : sions	: Domestic : and : Personal : Service	: Clerical	: Total
Archery	2	0	10	2	7	0	0	4	1	26
Toy	1	0	8	2	3	3	3	3	0	23
Gift	8	0	9	6	8	0	0	6	2	39
Book Report	0	1	4	5	7	0	1	4	0	22
Kodak	2	0	4	2	7	1	1	3	0	20
Lacquer	4	1	5	0	12	0	1	0	1	24
Lacquer	2	0	4	1	12	1	2	0	0	22
Newspaper	0	0	3	3	7	0	3	3	0	19
Thrift	4	1	10	3	14	0	3	3	2	40
Dennison Paper	3	0	6	6	7	2	1	1	1	27
Mythology	1	0	9	7	10	0	0	3	1	31
Harmonica	4	2	5	2	15	0	2	2	3	35
Stamp	0	1	6	1	14	3	6	0	0	31
Boys' Athletic	2	0	7	0	6	2	1	1	0	19
Dramatic	2	0	3	2	13	3	4	3	0	30
Basketry	1	0	9	4	8	0	1	2	0	25
Model Airplane	2	0	5	1	5	0	0	4	1	18
Boys' Cooking	1	0	6	3	11	0	2	1	0	24
Folk Dance	0	0	6	5	12	1	1	5	0	30
Scrap Book	2	2	7	1	6	2	0	2	0	22
Sewing	1	0	5	2	11	1	1	1	1	23
Travel	3	0	12	6	12	0	1	3	0	37
Total	45	8	143	64	207	19	34	54	13	587

This table was made to show the occupation of the parents of club members and to see if any relationship existed between the club chosen by the student and the work of the parent. Since the majority of these clubs would be classified under manufacturing (and three of the classification could not be found in any club) activity, the indications are that there is no relationship existing between the occupation of the parent and the club choice of the child. The more likely reasons for the joining of a club are (1) that a friend has or is joining this club, (2) that the student has a real interest in that activity, (3) because of an attraction or because of the adviser in charge of this activity, and (4) this club presents an opportunity for the student to get before his fellow students. These are only assumptions made from observations and not from questionnaires or any scientific conclusions. These are results of five years' observations in seeing students select their individual club activity. The table carries no significance whatsoever in club choice.

The course of study for the students of Liberty Junior High School would show how these various clubs fit into the general plan. The course is given below:

<u>Subject</u>	<u>Periods per week</u>	<u>Required class hours per week</u>
Seventh B and A		
Social Science	5	25
English	5	
Mathematics	5	
Occupations	2½	
Physical Training	2½	
Manual Training or Domestic Art	2½	

(Elect one)

Drawing	2½
Chorus	2½
Orchestra	2½

Eighth B and A		
Social Science	5	25
English	5	
Mathematics	5	
Manual Training or Domestic		
Science	2½	
Physical Training	2½	
Mechanical Drawing (Boys)	2½	

(Elect one)

Drawing	2½
Chorus	2½
Orchestra	2½

Ninth B and A

<u>Course</u>	<u>Subject</u>	<u>Periods per week</u>
College	English	5
	Algebra	5
	Social Science	5
	Physical Training	2½
	Latin	5
	(May elect 2½ hours)	
	Glee Club	2½
Commercial	Orchestra	2½
	English	5
	Social Science	5
	Commercial Arithmetic	5
	Commercial Penmanship	5
	Physical Training	2½
	(May elect 2½ hours)	
General	Glee Club	2½
	Orchestra	2½
	English	5
	Social Science	5
	Physical Training	2½
	(May elect 10 hours)	
	Algebra	5
	Commercial Arithmetic	5
	Commercial Penmanship	5
	Latin	5
	Elementary Science	5
	Manual Training	5
	Domestic Art	5
	Orchestra	2½
	Glee Club	2½

The work of the ninth grade is divided into other classifications but they really mean the three courses above. The courses are included to show that the work of the school while progressive is not of an unsettled, erratic, changing nature, but tends to be up-to-date without the faults of an experimental school. The school year is divided into two semesters with the work of the previous semester continuing unless need to repeat the subject is shown.

The previous short survey of the schools, its workings, its pupils, and its results, are given to show the setting into which the club life was introduced. The clubs were introduced as an extra part of an extra-curricular program after a careful study had been made of the students and the community.

The Scheduling of Extra Curricular Activities at Liberty Junior High School

The extra-curricular activities of Liberty Junior High School had their origin in the 10 societies which had been formed in the school. These societies might have been termed home-room organizations but they had more functions without the purpose of the home room. A 45-minute activity period was placed in the day's schedule. The schedule of the school begins at 8:30 a.m. and dismisses for lunch at 11:55 a.m. The 45-minute activity period with three class periods completes the morning schedule. After lunch, school begins at 1:10 p.m. and is dismissed at 4 p.m. The regular activity period is between the second and third hour classes except on Monday and Tuesday when it is scheduled for 8:30 a. m. or the beginning of the school day. This period has different uses on various days. Monday is given to a general assembly at which time moving pictures are shown or one of the home-room organizations gives a program. Announcements, changes of any classes, and the development of school spirit are cared for in this meeting. Tuesday is the day the home rooms meet. This year the

home rooms have been working under a schedule especially prepared for them. This schedule was prepared by a committee of teachers. This is the day on which the Educational Thrift Association requires banking for their members and since Liberty is a member of the Association the students do their banking then. The moving of activity period to the beginning of the school day was because of this banking time. Wednesday shows two girls' groups and two boys' groups alternating. The Girls' Reserve meets one week and then the next Wednesday the Girls' Athletic Association meets. The two groups then alternate for the remainder of the year. The Boys' Hi-Y meets on the same Wednesday as does the Girls' Athletic Association. The Inner Circle of the Hi-Y meets the same Wednesday as does the Girls' Reserve. Three of these clubs are the only religious organizations found in the school. Thursday is termed Hobby Club Day. This is the day when the various clubs hold their meetings. Friday is given to general assemblies. This is usually the time when extra and special preparations are made to give the students a pleasing entertainment. Speakers are often brought in to talk to the students. The musicians of the city are invited to give selections before the students.

In this assembly, scripture reading and prayer are always given. The various musical clubs of the school give special numbers in assembly on this day. The home rooms are all required to present at least one assembly program a year and Friday is the day selected for them. The students are far more enthusiastic over their own schoolmates' programs than they are over any of the others. These school programs give the students actual participation in public meetings before their fellow students.

Since the activity period is placed in the regular school schedule, the entire student body is expected to participate. Placing the club meetings between the second and third periods has increased the interest in them because of the fact that the meetings are held on school time. Both students and teachers are more willing to participate in club activities. More dignity has been added to the clubs. This time, between second and third hours, was selected because the parents and employers would not want the child to be excused to come home or to come to work as would be the case with some if the group met the last period in the day. This time was also a good period for the parents to get into the programs which the various groups would have.

The groups are better able to get speakers to come to them at this time of day than late in the afternoon. The time after the period is long enough for the mothers to get home and prepare the lunch. This period fits the school better than the last period because the athletic contests must be held after school hours and with the activity period scheduled late in the day, athletic contests would run too late.

The various activities were scheduled as a rule on their particular day because of an apparently good reason. Monday is usually termed "Blue Monday" and is the day when absentees will as a rule be more prevalent than on other days. Making an attractive activity period on that day will not only get the students and the teachers in a better working attitude but will actually bring students to school who would have been inclined to remain away. Any new announcements or events which have occurred since Friday can also be given to the group at this time. Tuesday was assigned as Home-Room Day because of the fact that banking is done on that day and as the school banks through the home-room organizations they must of necessity meet on this day.

Wednesday was given to the three clubs that meet on that day because the regular mid-week services of the

churches are held on Wednesday. Then again, at least one day was needed between the home-room meetings and those of the clubs. Thursday was given over to the hobby clubs by a process of elimination since all of the other days had been assigned. This day has been a good one as club committees are able to meet and provide work or programs for the group. Custom in Hutchinson has decreed that Friday must be given to an assembly in which special entertaining features are presented such as speakers from the businesses of the city or programs by the home rooms. No other reasons can be assigned for having it on Friday.

The fact that all of the hobby clubs meet at the same hour on Thursday solves the problem of students belonging to more than one club. Since the clubs all meet at the same time, it is impossible for the pupil to be in more than one. Then again, the clubs meeting between periods settles the question of the Senior High School student continuing his membership in these clubs because he cannot get here for the meetings.

Organization of Clubs

The Principal of Liberty Junior High School realized that activities were needed which would interest more people, give more students a chance to participate, give opportunity for practical training in the creating of proper ideals and attitudes, and give the students a chance to have organizations in the school which would care for the "gang instinct." The regular school work, although a success, was not doing many of these things. Clubs or student organizations were making their appearance in the city and were outside of school control. The best way of handling the situation seemed to be through school organizations built upon the interest of students and teachers in some similar thing. The fact that such clubs had an apparent need did not solve the situation because the two groups had to be convinced of the desirability of these clubs. One can not always take care of the needs without labor.

In a teachers' meeting in which all of the teachers of this building were present, the proposition of organizing clubs was mentioned by the principal as a plan he wished to see tried in the school. The needs and uses of

the clubs were discussed for some time. The first meeting did not convince the teachers of the need and desirability of clubs. Several meetings were necessary before a club plan was thought of that could be placed in use. The greatest drawback in the teachers' thinking was the question as to what club she could handle. A few saw in the plan a scheme to get more work out of them. Teachers were given individual and private meetings with the principal to convince them of the need of the plan. The literature relating to the actual working of clubs was scarce at the time of our organization. Some teachers were able to decide the club they wished to sponsor while others could think of none. Too many of the teachers were inclined at first to want to get some club from their particular subject matter field rather than a hobby club. This criticism is not true today because practically none of the clubs are now built along curricular lines. In the beginning, the main problem was to sell the club idea to the teachers. After all had expressed a willingness to aid in the organization, each teacher was invited to come to the office for a personal interview relating to her club. At this meeting, the plan, the purpose, activities, and any membership limitations,

including qualification of members and the members to be allowed in the club were discussed. In the teachers' meetings and in the private interviews the following points relating to clubs were discussed and unless a club could furnish a satisfactory answer to these questions, it was eliminated. The questions are: Does the club supply a need of the child? What is the specific aim of the club? Outline or think through the activities of the club. What are the immediate and what are the deferred values of the club? Will the influence of the club be confined to the classroom or will it reach out into the community? Do the activities of the club find their source in the characteristics of the youth of this period. Characters of youth mean the following: This is the age of restless activity, it is the age of realism, it is the age of idealism, and this is the age when team work or cooperation is to be developed. All of the above items are characteristic of the adolescent youth. Does the club cover a wide enough range to permit avocational, vocational, and cultural try-outs and does it offer opportunities for physical, curricular, social, civic, and moral guidance? Are all of the local community conditions taken into consideration? Do

the clubs cover the seven objectives of education as set forth in the cardinal principles of secondary education: Health, command of fundamental processes, worthy home membership, right use of leisure, vocation, citizenship, and ethical character? If a club cannot meet some of these seven objectives of education, then that club is not entitled to a place in a club program. The clubs should be checked against these objectives. All of these points were discussed and answered satisfactorily in the beginning of our clubs. To help the teachers decide on clubs, the plan of permitting the teacher who first asked to sponsor a certain club to have that club, was inaugurated. This helped several. To help the slow ones, suggestions were made and in one or two instances, some were left without a club assignment to see if students would desire any other club.

After the teachers had been sold on the idea, the plan was presented to the students. The club program was first discussed in an assembly meeting of all of the students. The meeting was more of a town meeting as the sponsors of the various clubs were asked to talk and to discuss their club with its activities. Students were

invited to ask questions relating to clubs. They were asked to suggest any club they would like to see formed. Many suggestions were made. Not all of the clubs they desired were practical and advisable. Other suggested clubs were not organized because of too few desiring that particular club or a sponsor not being available for it. This assembly occupied some time, then students were dismissed to return to their regular classes. No selections were requested of the students but they were allowed to think them over and discuss the matter at home and with fellow students. The home rooms had their next program given to the discussion of clubs. The school authorities wished the students to have a part in the beginning of the clubs. Later in this same week, another assembly was held and students were asked to make their choice of clubs. The students were permitted to select any club he desired as long as he could meet the membership requirement. Some clubs had to have qualifications for membership. An example of this was in the organization of the Pet Stock Club. The only requirement here was that membership was to be restricted to students who were actual owners and breeders of animals. This was done to exclude the ones owning a pet cat or a dog. Nearly all

could meet that condition. When this Pet Stock Club was organized, it had a membership of 20 boys who were actually raising pigeons, dogs, mice, rats, goats, and guinea pigs. The Piano Club required that its members be able to play the piano. The necessity of such a requirement is easily seen. In the Stamp Club, one requirement was that the member have a collection of stamps and that he must be adding to his collection. The reason for this was that many students have an interest in stamps but never enough to start a collection. This club would have been swamped without this restriction. Some clubs were organized which were to have only seventh graders as members, or eighth graders, and others were for the ninth grade, while others were to be mixed. The ninth grade students were allowed their first choice, this being due to the fact that since they were the oldest citizens of the school, they should be more interested in keeping the school working smoothly. Then, again, the others would remain in the building longer. After any limitations were explained, the student was asked to make a choice of his club, then report to the meeting place at once. The membership had to be reduced in some instances because our rooms do not permit more than 30 in them.

When the membership was present and the club seemed to have a group that would remain intact, officers were elected. The sponsors acted as temporary chairmen. The club nominated and elected its own officers who were to handle the affairs of the club except that the sponsor must always be present and have final say in the matter of club activities. The first meeting was used for the election of the club's officers and the discussion of the plans of the club. The clubs must arrange its own program which might be given either by its own students or by invited speakers who were well informed concerning the subject matter of the clubs. The clubs started off with a large amount of interest and enthusiasm, including a great deal of newspaper publicity. Most of the clubs have been going ever since their organization.

The Aims, Purposes and Activities of the Individual Clubs

This chapter is devoted to the individual clubs. The aims, purposes, activities, results, and eligibilities of members are discussed in this chapter. The clubs are not arranged in their importance or value but alphabetically.

Aeroplane Club.— This is one of the new clubs at the school as it was organized in 1928 due to the increased interest in aviation in this city which was just agitating the buying of a landing field. Membership in the club is limited to 20 boys. Limitation is due to the size of the working room. Members must be in the seventh, eighth, or ninth grade and interested in the subject. Seventy boys desired this club as first choice but fifty had to make second choice.

The aims and purposes of the club are:

1. To confirm the predilection for the study of aircraft construction formed by many young boys since the World War and the spectacular flights of aviators, by giving them authentic instruction on the subject.
2. To utilize the interest in aeroplane construction by motivating shop work.
3. To provide boys with a wholesome interest which they may pursue in leisure hours.
4. To provide some vocational try-out in study and construction of aeroplanes.

The activities of the club are:

Informational talks by club sponsor on the evolution of aircraft from the earliest and simplest forms to

their present day complex development.

Explanation of the principles of flying; uses of the various parts of an aeroplane.

Studying the language used in aircraft construction so that young students may become familiar with the various terms employed, such as, fuselage, radiator, pontoons, elevators, rudders, skidfins, struts, and others.

Modeling of a small aeroplane done to scale. Each boy in the club makes one or more models of airships, and there is a strong incentive for work. Attention is gained at the first by giving whittling exercises which in five graded steps result in production of an aircraft propeller. The various parts are made bit by bit and then the plane is assembled. This makes excellent supplementary shop work since it calls for a nice use of tools, accuracy of execution, and exactness in measurements.

The club has informal discussion of such topics as aerial mail, freight, and passenger service, landing fields, aerial photography, new flying devices, altitude records, long distance non-stop flights, etc. Members of the club take their model planes to home rooms where they

give talks on planes, thereby enlightening the other students in the school on the subject. These talks before the home rooms increases interest in this club and indirectly aid all.

Archery Club.-- The Archery Club is open to all students interested in the subject. Membership is not limited to any certain grade but is open. No previous knowledge is required. Boys and girls are allowed in the club.

The purpose of the club was to interest students in worthwhile sport which would take them out in the open air, thereby aiding physical efficiency and health. The sport is inexpensive and can be continued in the city. The training of students in the right use of leisure is very important in this club. The club is of value in vocational try-out as students make bows, arrows, and targets.

The members of the club either independently or jointly made bows, and arrows and the target. They had visitors, who knew this field of activity, come into their meetings to discuss archery. The making of the material allows the student a chance to use his manipulatory ability. The study of archery increased interest in curricular activities, especially in social science due to history of archery, in

manual training due to making of bows and arrows, and in mathematics, because of cost of material. Cooperation of students is fostered because of the making of material in partnership and the use of it thereafter.

Basketry Club.-- Membership in the Basketry Club is open to any pupil in the seventh, eighth, or ninth grades who is sufficiently interested to conscientiously apply himself to any project and is willing to bear his share of the expense of the material. No requirements as to past instruction or ability are made upon prospective members.

The aims of this club are to use basketry as a project in the teaching of facts of an educational value, to promote motor control, to develop aesthetic taste, to provide pupils with articles made in the club which they may use as gifts or may sell. This will have pupils feel the needs of the project.

Mats for hot dishes, flower holders, and simple baskets which are useful for various purposes are made by members of limited experience. More advanced members make articles of more difficult weaves and more intricate design. Weaving is studied and discussed especially that of the American Indian.

The club develops habits of application and industry, consciousness that a cheerful attitude towards one's work tends to eliminate errors, services rendered for others increase one's own happiness, and enable one to better adapt one to social conditions. The work of the club forms a connecting link between the home and the school. It teaches the use of tools and materials used in weaving, such as reed, raphia, pine needles, native grasses, etc.

Boys' Athletic Club.— The membership in this club is limited to the boys who have made the squad in some of the school sports, such as football, basket ball, or track.

To increase the level of sportsmanship in competitive sports, to teach the boys the rules of the various sports as soon as possible, to teach the boys the code of sportsmanship peculiar to each sport, and to develop friendship without any cliques are the aims of the club.

The club learned the rules and various codes. Activities of other schools were discussed and if worthwhile were attempted here. More education was stressed by the club and in a survey made the club found that 90 per cent of the boys planned to go to the local senior high school and that 10 per cent were considering other cities. Eighty

per cent of the boys planned to continue their athletics. The boys have learned the value of sports and friendships started in athletics.

Book Report Club.— Any student who is a pupil at the school is eligible for membership in this club. The pupil must have an interest in reading worthwhile books.

This club plans to increase the pupil's interest in good literature by opening up to him books with which he was unfamiliar. The club furnishes a means of using leisure in the right way, especially in later life. This organization showed pupils better ways to make book reports for their English work, especially through the use of posters. Arrangements were made to allow pupils to use books read in club and book reports made here to be used in collateral reading which is required of all pupils in English courses.

Members of the clubs read books of their own choosing with the advice and guidance of the sponsor. Reports to the club were made on the books and at times extracts were read from interesting parts of the story. Posters illustrating the book were made, displayed, and later given to the pupil's English instructor. The members of the club have shown increased interest in books, especially the better kind.

Camp Cooking Club.— The membership in this club is limited to seventh grade boys. This limitation was placed on members because boys of this grade are more interested in Scouting and are apt to feel the need of cooking. Some restriction had to be placed on membership because too many boys wanted in the club.

The aims and purposes are:

1. To give the boy an appreciation of food values.
2. To create a desire for appropriate etiquette at all times.
3. To teach the boy to prepare and serve simple dishes.

The principles taught are:

1. Food must be planned to meet the needs of the body.
2. Simple, well-cooked foods are always desirable.
3. Skill in preparing foods is acquired by an understanding of food principles.
4. The food should be both attractive and nutritious.
5. Confidence is obtained by the use of proper etiquette at all times.

The following were prepared, cooked, and eaten in the club: Hot cakes, cream of tomato soup, creamed peas, fried potatoes, Welsh rabbit, creamed dried beef, stuffed eggs, fried apples, biscuits, and other articles of food which boys could prepare on hikes or camping expeditions.

The club has worked on the principle that the less the boy carries in his pack the more he must carry in his head. It is best to carry sound general principles in the head and recipes in the pocket. The simpler the outfit, the more skill it takes to manage it and the more pleasure will be obtained from his achievements.

Dennison Paper Club.-- The club has a membership of 34 girls who are in the seventh, eighth, and ninth grades. The club restricts membership to girls but no qualification is placed on them.

The club was organized with the purpose of repeating as nearly as possible, the combination of colors found in flowers, and other things as used by nature. The right use of leisure and worthy home membership are stressed.

Due to lack of experience of members, work was started on an easy project which allowed for fast progress and pretty colors. Enthusiasm and interest were kept at

high pitch by such means. Sweet peas were the first project. They were made in all possible colors and combinations were selected which resembled the real flowers. Carnations, chrysanthemums, daisies, jonquils, narcissus, poinsettias, and roses were made. At Easter time, white lilies and tulips were constructed. A large number of decorated powder cans were made. The problem in this project is the combination of colors and neatness. A large number of candy favors were made. Nut cups and place cards also found their way into the club program.

The members of the club have enjoyed it and pled for more time. The club made sweet peas for the Open House visitors.

The materials for this club have been purchased by the school and then the sponsor has furnished each member with supplies as they are needed. Patterns are furnished by the sponsor and each girl copies her own patterns.

Dramatic Club.— The club is composed of students of all grades who are interested in dramatics. The membership is determined by try outs because of the large number who want in this club. An attempt is made to distribute the membership among the several grades.

The specific aims are to cultivate as far as possible in each student a taste for the literature of the drama, a cognizance of what constitutes a good play, a learning to enjoy both tragedies and comedies, some knowledge of stage directions, gestures, and action, and experience in these things. The purposes of the club are to provide means of fulfilling the aims and of giving every member a part in the production of plays.

The club produces plays for its own entertainment and also the school's. Plays are read and discussed. The club programs are produced by the group method so that no student is continually memorizing. The club cares for the display or show instinct of youth. It also furnishes entertainment for other students.

Folk Dance Club.— This club is open to all girls who are students of the junior high school. The membership is now 40.

The aims and purposes are:

1. To learn something of the customs of other lands by learning their folk dances.
2. To furnish physical activity. The girls like these dances and do them with enthusiasm, thus deriving from

them more exercise than they would through less enjoyable movements.

3. To teach coordination of mind and body. Not only must the girls be able to take definite directions but they must execute them with feeling and meaning.

The activities are:

1. Learning something about the types of steps that we find in the various countries.

2. Learning a few of the more simple but characteristic dances, such as, Dutch Couple Dance, Highland Fling, Irish Lilt, Danish Dance of Greeting, English Harvester's Dance, Swedish Clap Dance, and German Hopping Dance.

3. Some steps of the clog. Many of these dances are characteristic of the South.

The girls have learned about eight or ten folk dances. They could on short notice give an entertainment with the dances. The girls enjoy these dances. The girls furnished entertainment for the Open House.

Gift Club.— The club is composed of 40 girls of the seventh, eighth, and ninth grades. Any girl interested in sewing is eligible for club membership.

The aims are to furnish enjoyment, cultivate worthy use of leisure, citizenship, ethical character, and neatness

in the girls. The club was organized to make articles which would make suitable gifts.

The club spends most of time in handwork but gift giving is discussed which leads up to choice of gifts and the suitable gifts for different occasions. The girls have made the following articles: letterholders, recipe books, pillow slips, string holders, holders for lid lifters, and handkerchiefs. Material is furnished by each girl but in some projects material is bought in quantity.

The girls have learned citizenship through the training received in the club by being placed on their own responsibility as to conduct. They have learned neatness, and right use of leisure time. They have learned to complete a project before another one is started. They have learned the appropriateness of various gifts.

Girls' Athletic Association.— Membership in this club numbers about 35. It is necessary to earn 100 points according to a scale developed by the club to become a member. Any girl at Liberty is eligible to earn points and become a member.

This club plans to encourage the girls to get into athletics outside of regular physical training periods, to

develop sportsmanship in other work as well as in athletics.

The following seven points of a good sportsman are:

1. Plays the game for the game's sake.
2. Plays for her team and not for herself.
3. Is a good winner as well as a loser.
4. Accepts all decisions in a proper spirit.
5. Is cheerful and polite towards a defeated opponent.
6. Is unselfish and always ready to help others become proficient.
7. As a spectator applauds good plays on both sides.

The club has programs relating to physical training. This organization awards an "L" to the girl who earns 500 points according to the scale. The girl must be a ninth grader. The girls participate in intra-mural athletics for girls. The club cares for all girls' athletics so that there is no demand for interscholastic contests.

Girls' Reserve.-- The Junior High School Girl Reserve is an organization for seventh, eighth, and ninth grade girls or those from 12 to 18. It is an International Organization.

The object of the Girl Reserve organization, like the Y.W.C.A. is to make a contribution to those elements in the life of a girl which set free the ideals and convictions that help her live as a Christian of her age. It endeavors to aid her to grow, through normal activities, into the habits, insights, and ideals which will make her a responsible, eager woman, capable and ready to develop those group expressions which make effective the purpose of God in the world.

Adult guidance and girl initiative are the two goals of the Girl Reserve movement. Girls are allowed to choose on which of the sides of the triangle they prefer to work, on the membership, social, or service.

The Blue Triangle of the Girl Reserve symbolizes the highest type of service for God and country, the kind of service that requires not mere handiwork, but the kindling enthusiasm and the determination to make good.

The base of the Blue Triangle is Spirit; the two sides Knowledge and Health. This means that the Girl Reserve is physically fit and mentally and morally trained. Colors are blue and buff.

The official costume is a white middie worn with either a white or navy blue skirt, and a light blue tie.

The slogan is "To face life squarely."

The purpose of the club is: To find and give the best.

The code is:

As a Girl Reserve I will try to be:

Gracious in manner

Impartial in judgment

Ready for service

Loyal to friends

Reaching toward the best

Earnest in purpose

Seeing the beautiful

Eager for knowledge

Reverent to God

Victorious over self

Ever dependable

Sincere at all times

I will do my best to honor God, my country, and my community, to help other girls and to be in all ways a loyal true member of the Girl Reserves.

Harmonica Club.— Membership in this club is open to any girl in school who is interested in learning to play the harmonica and who will provide herself with an instrument.

The aim of the club is to provide entertainment and foster the interest of the pupils in music thus providing a means by which the students use their leisure in the right way.

The activities of the club at first consisted entirely of instruction, due to the fact that none of the girls were able to play the harmonica. As the quicker of the pupils gained ability and confidence, they were asked to play in smaller groups, and finally in duets and solos.

The Harmonica Club being a musical organization, naturally attracted into its membership the more musically inclined students. As a consequence each program besides the solos, duets, quartettes and group-playing on the harmonicas, contains musical numbers by members upon other instruments. This year, the club contained these musicians: one cornetist, a cellist, an accordin player, violinist, several pianists, and voice students. The greater part of program consists of ensemble playing. The aim of the club is to have all of the members take part in all of the

programs, and so gain ability and confidence in execution. Besides playing in our regular weekly club meetings, we have many requests for pupils to play for home room programs or in assembly meetings. Groups of the club have also played at club and church meetings in the city.

So far only simple note playing is taught in the club. A few of the more talented have experimented with accompaniment playing and do very well with it. The club is greatly enjoyed by the girls and interest has kept up this year.

Junior Hi-Y.— The Hi-Y is open to all boys of the Junior High School who are willing to sign the application blank thus subscribing to the purpose and objectives of the club. The dues are 50 cents.

The aim of the club is expressed in the pledge he signs: To create, maintain, and extend throughout the school and community high standards of Christian character. The school desired to give a large number of boys some contact with religious training.

The club meets every two weeks in a general meeting at which time the regular program of the Hi-Y is followed. An Inner Circle meets the week the club does not. This group has conducted a study of the Bible this year. About

40 boys are in attendance at these meetings while the general meetings have an average of over a hundred present. The club has two social functions a year, a get-together in the fall for new boy students and a father and son party. The club sends members to the district and state meetings. The expenses are met by membership dues or the club sponsoring some paid entertainment. The club is fulfilling a real need in the school and is doing a remarkable piece of work among the boys.

Kodak Club.— The club's membership list is open to all students who are interested in any phase of kodakery. The members are asked to get accessibility to a camera but this is not required.

The aims and purposes of the club are to provide students with means of using their leisure time in a correct way, to develop the aesthetic side of their lives, to have them see beauty in things about them, and to give them practical instruction in amateur photography.

The activities are carried on both out of doors and indoors, weather being the deciding factor. Members are taught to operate a camera of the simple box type and following phases of work are taken up: Loading the camera,

focusing, choice of subject, background exposure, developing and printing, and mounting. The above instructions apply to a different number of types of pictures: Landscapes, still life, portraits, and architectural photography. The club takes pictures either individually or as a group. These are on display. The club sells the pictures they think worthy of sale. The club furnishes vocational try-outs for students.

Junior Lacquer Club.—The membership in this club is open to 28 members of the eighth grade class who have had no experience in this kind of work.

The aims are:

1. Worthy use of leisure time.
2. Originality in color designs and article selected.
3. Patience. The members realize early, "Haste makes waste."
4. Neatness.
5. Worthy home membership.
6. Vocational try-out to students interested in this work.

Each member helped buy paint and brushes for the club. This was the fee. The work at first consisted of lacquering

small jars or bottles so that students would learn to handle the brushes well and paint with a smooth even stroke. An attempt was made at first to keep all students working on the same project but this soon became impossible. The members now select and color their own material. They have painted the following things: Small vases or jars, buffet sets antiqued, fruit bowls in two colors, tie racks, candle sticks, cookie jars, waffle sets, bath salt bottles, toys, coat hangers, paper weights, cake boards, and book ends. The club has been a success as can be seen by interest in it and it is realizing all of its aims.

Senior Lacquer Club.—The membership in this club is limited to ninth grade students or those students who have had experience in the handling of lacquer. There is no fee attached but students provide themselves with brushes and articles to be decorated. The sponsor keeps a supply of undecorated articles.

The chief purposes of the club are: A cultivation of the ability to show taste and skill in design and color, a training in the preparation of surfaces for receiving the proper lacquer, a cultivation of activities which will contribute to worthy home membership, a cultivation of the

aesthetic side of student life, cultivation of things to further right use of leisure on part of all students.

The activities are grouped around the use of the various lacquers, duco, and the proper thinners. Students have decorated the following articles: Vases, bottles, flower pots, old furniture, cast iron door stops, book ends, and book racks.

The results of the club are more than satisfactory. The aims have been fulfilled. The possibilities of taking old furniture and redecorating it has been a big surprise to the students. The sense of beauty and the harmony of colors have been developed in this club.

Mythology Club.— The club opens its membership to all students of the school who are interested in mythology. The club at present consists principally of students of the seventh grade.

The aims and purposes of the club are: To bring to the students a knowledge of the old myths which they would otherwise miss, to increase interest in literature thereby furthering the aim of education in developing right use of leisure, to familiarize students with words which they often find in their reading.

The Roman and Greek Gods have been studied and discussed. The allusions to the various Gods and Goddesses have been hunted for in the newspapers and then the meaning discussed. Material for note books has been discovered and the note book kept. Advertisements have been inspected to see if any reason can be assigned for the names given to the articles. The club has opened a field of literature to the students which they did not know existed. The interest in social science has increased as a result of this club.

The Newspaper Club.— This hobby club was organized in 1927 and membership is open to students of the seventh, eighth, and ninth grades. The only requirement is the willingness to cooperate and the willingness to do some writing or printing. To date, a greater number of girls than boys have been members of this club. The reason for this, probably being the fact that girls of junior high school age are more willing to do written work than are boys of the same age.

The aims and objectives of this club are:

1. To publish a school paper.
2. To learn some of the elementary principles of journalism.
3. To create a desire to write.

4. To improve English through writing.
5. To express self in writing.
6. To better the school spirit by taking a constructive attitude in writing.
7. To afford some vocational try-out in journalism.
8. To provide some curricular guidance in publishing the paper.

The activities of the club have been all toward publishing the school paper called, "The Liberty Bell." The members of the club write all the news stories, editorials, and features of the paper. Other pupils of this junior high school set up the type in the high school printing plant under the instruction of a student teacher. For this printing the ninth grade pupils are given high school credit.

It was not thought advisable to sell advertising to print the paper, and as the cost is very low it has been easily financed by the subscriptions alone. A paper is printed every two weeks.

The staff of the paper consists of: Editor-in-chief, Associate Editor, Literary Editor, Sport Editor, Feature Writer, Club Editor, Business Manager, and Circulation

Manager. These people all have certain work to do for each paper. The rest of the club members act as reporters and are either assigned definite beats or hunt up stories wherever they may be found.

The club meets once a week and as this meeting is during the activity period, it is impossible to give a great deal of instruction in news writing. Some of the members who are more interested than others come into the room in the evening for help in constructing their stories, consequently a few have come to be quite adept at writing.

Scrap Book Club.-- The Scrap Book Club is open to any member of the student body who desires to enter.

This club was organized for the purpose of giving students an opportunity to collect and save material in which they are interested.

The aim of the club is two-fold:

1. To direct and develop the collecting spirit which lies in each child.
2. To develop a sense of proportion and organization within the child.

The required materials, paste, scissors, and paper are furnished by each individual. The pictures or articles are either brought to class or cut out during the hobby club

period. All books are assembled during the period and an effort is made to organize the material in some way.

Many types of scrap books have been made among the students. Among the most interesting pictorial ones have been bird books, famous paintings, and ideal home arrangements. There have been individual attempts at something new resulting in story books in which continued stories are placed in one book. There are also the usual joke books.

The activities of this club give the student a chance to relax from the daily routine of school work and develop his mind and his fingers.

Sewing Club.-- Membership in this club is open to any girl in the school who is interested in sewing.

The aims and purposes of the club are: To promote the right use of leisure time, to promote worthy home membership, to direct sewing of girls who sew for enjoyment.

The activities of the club are: Each member makes own selection as to the piece upon which she sews. Each member has completed at least two articles of medium difficulty. No attempt was made to have girls work on the same article. The girls are given guidance in the choice of colors and their combinations. The girls received training in

citizenship by work in the club as no restrictions were placed on actions of club members except what would be best for the club as a whole. Articles from magazines on sewing were read to members of the club. The members saved their work and placed it on exhibit during Open House. The girls used some of their products as gifts.

Stamp Club.-- This club opens its membership to any student of the school who has a collection of stamps and is adding new ones. The members are all boys who are actively collecting.

The aims are: To teach the boy to make good use of his leisure time, to acquire good business habits, to teach him neatness and accuracy in keeping a collection, to give him information concerning the countries from which the stamps were issued, to teach him the monetary value of different stamps, and the value of a good collection of stamps.

The activities are: The members collect, exchange, and buy stamps and in this way they gain a knowledge of stamps and stamp terms, and at the same time build their collection. The boys specialize in a single country's

stamps rather than a general collection. A local collector who owns the finest collection of United States stamps in this state gives the boys instruction and talks along stamp collecting lines. The boys are inspired by him. They bring their albums of mounted stamps for Open House. To increase interest in stamps, the boys secured a large number of stamps and pinned a stamp on every visitor the club had.

Thrift Club.— Membership in this club is composed of 43 students who are elected by the home rooms to represent them. Each home room is entitled to two representatives. Outside of Student Council this is the only elective club in the school.

This club aims to instruct its members to become valuable assistants to the home-room teacher on banking days. The members plan to devise methods to increase the banking percentage of the rooms.

This club oversees the banking of the school. It makes charts, graphs, and inspires the home room to better banking. The club has placed the school at the top of all the schools in the city in the matter of banking. The club has been responsible for the growth in banking by creating a better morale for it. The club started with 25 per cent

of the students banking the first time and has increased it to 100 per cent. The \$57 deposited on the first day has grown to more than \$7,000. The club is responsible for the growth of savings and depositors. The students have learned better business methods and cooperation. The aims have been fulfilled.

Toy Making Club.— The Toy Making Club is open to pupils of the seventh and eighth grades. These younger students are more interested than are the older ones in an organization of this kind. It is significant to note, also, that most of the members are boys.

Each pupil makes his own selection of the toy which he wishes to make. It may be some small article which is useful in the home, or it may be just a toy, something with which he can have fun. After the selection is made, he lays the pattern on the wood or wall board in such a way that all available space on the wood is used. It is then cut out with a coping saw. (The ordinary saw is used very little in this kind of work.) Then comes the smoothing of the surfaces and edges with sand paper. After this, the appropriate color of lacquer is applied in two or three coats, depending upon the ability of the pupil who does the

painting. It is generally necessary to sandpaper the article again after the first coat of lacquer. After the parts of the toy are all finished, they are assembled and fastened together with brads, nails, screws, glue or cotter pins, as the case may be, and then we have the completed project.

Monitors are used whose business it is to look after the unfinished toys, the tools, patterns, paints, brushes, etc.

The aims and purposes of the club are:

1. Worthy use of leisure. The individual, doing something worth while during his leisure hours, will make a better citizen than he might otherwise.
2. Worthy home membership.
3. Training of the hands as well as the mind.
4. Learning the uses of a few simple tools, especially the coping saw and hammer.
5. Learning how to work with wall board and thin wood.
6. Learning how to select appropriate colors, and how to apply lacquer. Since lacquer is being used so extensively in decorating articles about the home, it is not

amiss for the pupils to know how to use it.

As this club work is practically all individual work, it is far removed from the ordinary class room procedure and is, indeed, an extra-curricular activity.

Travel Club.— All boys in the school who desire to come into meetings and participate in meetings can become members. Club membership is limited to boys because boys usually are more interested and there is a need for a club to interest boys.

The aims and purposes are:

1. To develop large group consciousness in the group.
2. To give group ideas and knowledge of other lands than own.
3. To make group more familiar with own country.
4. To develop a reading taste for good travel books.
5. To acquaint group with best magazines relating to travels.
6. To give some practical knowledge of travel.
7. To develop right use of leisure.

8. To teach cooperation and responsibility by means of group preparing pictures, slides, and talks for the club.

The club had some imaginary trips and were illustrated by means of pictures shown by using an opaque projector. Slides were also used to show various cities and countries. Some talks were given on various books. Boys made reports on trips and experiences they had. Club sponsored picture show to raise money for running expenses of club so that no dues were charged. Club also undertook to finance the scholarship team expenses to the state meet. The club had a prepared list of moving picture films which were scheduled and used in the meeting. The club entertained the entire school by showing pictures illustrating the development and growth of aeroplanes. This club helps with the assemblies on Monday.

There is no individual expense as it was taken care of by the club by means of an entertainment.

The results were:

Increased interest in travel books and magazines.

A willingness to cooperate in the meeting and to discuss affairs in the meeting.

Boys have learned many things which would have been missed by them.

The sponsor came into closer relationship in a different way with the group. Ideas of both boys and sponsor changed somewhat.

The Utilization of the Clubs

A school can derive immediate as well as deferred values from having a well-organized program. A club program must be of some value and not furnish mere time fillers or side show attractions. The system of clubs at Liberty is utilized in many ways. Liberty Junior High School believes that her clubs are of value to her in the following ways.

1. The clubs have developed a closer relationship between the school and the home. The clubs have been instrumental in bringing the parents into the building by means of the Open House or exhibits and have thus brought about a closer relationship of the home and the school. The parent has been able to come to the school and find his child's work on display, or he has come to programs during the Open House and found his child taking part along

with other children. The teacher meets the parent and they find that each other are human so that the parent feels freer to call the teacher to discuss the child's difficulties. The teacher gets the same feeling and reaction so that the coming together is of mutual value to them. Parents are brought into the school building who would never come except on such an occasion. The speakers who come into the club meetings to address the clubs leave with a far kindlier feeling than the usual outside laymen has. He sees what is actually going on in the club and appreciates it. The cooperation of the parents of the children could not be better than it is and this has been brought about by the understanding between the home and the school.

2. They have furnished exploratory courses for vocational try-outs. Part of any occupational study which may be given to pupils should be an opportunity to try out some of the characteristics which are needed in various lines of work. The clubs have given the students a chance to get into lines of activities which could never be taught in regular classes. The clubs give the student an opportunity to try his abilities. He learns in the occupational classes that certain qualities are needed in certain lines

of work. He gets the chance to try in clubs work which is allied to the one he has studied. He can find out if he has the ability to work with tools, or if he has the desire to do by joining a club that uses tools. The Newspaper Club will bring out any aptitudes toward the field of this work. Members of Aeroplane Clubs find out that aviation is something besides flying. The clubs are a valuable asset to the school as exploratory fields supplementing the regular occupational information courses.

3. Clubs are utilized as a means of articulation between the elementary schools and the junior high school. One of the problems of the modern educational world today is the one of the articulation of the various units of a system. The student has more or less trouble in getting adjusted in his new field and unless things are made interesting and attractive he is apt to become discouraged and disgusted. Liberty uses the clubs as a means of getting the new students adjusted to their new unit. Before the grade school student is ready to enroll at the junior high school, he is invited to come to the building and see the exhibits which various clubs have on display. He sees his friends in the programs and he becomes enthusiastic for the school before

he is ever a student in attendance. The club plan makes for easy adjustment as he is anxious and eager to get into one. Clubs are in existence which are for new students only, while he can get into others which have older students. This way he can either remain with his present grade friends or go with former friends. Either way he becomes a part of the school by means of a club system sooner than he would have without it.

4. The club system allows for individual differences in students and is used to discover and further abilities which may not be found in regular class work. The clubs permit the student to find something in which he is interested. This gives the individual who may not be the best class room student a chance to do the thing he can do well. This makes for pride in the student and he does take a different attitude toward his other work. The interest in the curricular work is increased when the student discovers that all things are not so hard as they seem. The clubs through their variety and the freedom of choice in selecting one give the student a chance to do his best work. Liberty utilizes the clubs to help the curricular work and develop pride and satisfaction in youths who would never get it through the

regular school procedure. The Cooking Club for boys this year has practically changed the life of one of its members. He came from the grades with the idea that he was bad. This club appealed to him. He was permitted to join with the understanding that he was to be like other students. He was elected secretary and today while he slips once in a while he is no longer the terror of the neighborhood but appears to be on the road to becoming a good citizen. The club at least made the right start for him even though it did not completely reform him.

5. The clubs are utilized to give students training in activities which they would not get in regular curricular work. The clubs elect their own officers and the meetings are of a socialized order so that the member gets training in how to handle affairs when a group is organized. The student gets practice in building programs for his club and also the chance to participate in them. The rough edges of pupils are smoothed down so that they do not become afraid when they appear before a meeting. The club is a great socializer in this respect. The members furnish talks or programs for the assembly. The display instinct of youth is given a chance to work in the club. Most of them want to appear before

their fellow students and so the clubs furnish the means of allowing this. The officers of clubs get training which would not come by any other means.

6. The clubs utilize the instinct of the junior high school pupil and thereby increases his interest in curricular work. Collecting is an instinct of youth of the junior high age as is attested by examining any boy's pocket. The Stamp Club, which has as one of its purposes the collecting of stamps, helps satisfy this instinct. The student cannot escape from learning some geography through collecting the foreign stamps. The clubs call for cooperation and students in junior school are at the time when they are the most willing to cooperate. The activities of the Travel Club calls and demands cooperation on the part of its members. The Archery Club built some bows in partnership. This action required help from each other. Clubs are built upon the activities of youth and from this field to the regular classes is only a short step so that the wise teacher can utilize club knowledge. The Kodak Club calls for a development of the sense of beauty or proportion in the making of pictures. Restlessness of youth or the demand to be doing something is provided and cared for in

the well-rpunded-out club program. The school uses clubs to care for these things.

7. Clubs are utilized to develop a better understanding or feeling between teacher and pupil. The pupil who rubs shoulders with the teacher in a club project gets a different idea of that teacher than he had of her in the class room. The club comes the nearest to producing a common feeling between teacher and pupil than does any other activity the school has. This kind of education approaches most nearly to the way the Greeks taught than any of our present schemes. Youth gets the personal side of the teacher and beneath the protective armor of the student, the teacher finds a soul that is usually eager to do all in its power to make the thing a success. The two discovering each other makes for a better understanding. Youth discovers that the instructor is not such a "bad guy" after all. The mutual feeling and understanding helps each over rough spots when difficulties arise later. The clubs certainly are utilized to create this better understanding.

The Open House

Any club program to be made a success must have the cooperation of three parties, the students, the teachers, and finally the home. The help of the first two is easily obtained as the administrator has them in the building so that he can convince them that the plan is a good one. The parents are harder to reach as they do not often visit school and reports which students carry home are often inaccurate. The parent must be sold on the idea to make the triumvirate complete. Liberty decided on the plan of having an Open House at which time the work which the various clubs had accomplished would be on display. The first invitations were sent out with a feeling of hope that some would come. The invitation included a note saying that the school would be glad to have them come to visit classes during the day. The teachers and pupils placed regular school work on display as well as the hobby clubs' projects. An assembly program was prepared which gave clubs, which did not have handcraft work, a chance to show their training. The Superintendent of Schools and the President of the

Board of Education were secured to give short talks at the afternoon and evening programs. The school having prepared these things waited to see if our visitors materialized. They did.

The afternoon crowd had about 250. They came, visited classes and exhibits, and went to the assembly program. At 4 p.m. the elementary school students who had been invited began to arrive. The building was swamped with students. Comments were exceedingly favorable. Finally the crowd went home. The building was opened at 7 p.m. for the evening program. By this hour the crowd was there. Our students had returned bringing 500 adults with them. The assembly program went over in fine shape. We had made two mistakes, one in opening the exhibits before the assembly program and so it was hard to get the crowd away from the rooms. The other one was holding it on Thursday. The week day to be followed by school was the wrong day because every one needed the next day to rest and recover from the strenuous previous day. The first Open House brought at least 750 adults into the building as well as many grade and senior high school students. The crowd in the evening was more enthusiastic than ever. The pupils felt that they

had really accomplished something. The teachers were more than pleased with the results. Some of them did not display any regular class work. These were sorry by the time the evening was over for the parents were hunting everything. Every room was visited by the parents. The results were more than pleasing. Student guides had been assigned to the various doors so that the visitors could locate what they desired to see first. The officers and helpers in the rooms where the various hobby clubs met would meet the visitors, explain the work to them, and show them all of the exhibit. The sponsor of that room tried to meet every visitor personally. Both daily newspapers covered the Open House and the event received about a two-column report in each of the papers. The various exhibits were well received by all of the visitors. The first attempt was a decided success.

The second Open House was held on Friday instead of in the middle of the week. The exhibits were arranged better than the previous year, more system was introduced in the way of handling the crowd. Assembly programs were arranged similar to the previous year. More students were assigned to care for the visitors. Everything that could

be done to make the parents feel welcome was done. The day started well when the parents began sending cut flowers to the school for use. Teachers who had failed to have exhibits the previous year made certain that they had material in place this year. The parents came early and visited classes, thereby seeing the school actually in action. The auditorium was more than crowded. When a check was made, the school found that it had entertained about 1,250 visitors. Most of the parents were here. The grade students who would eventually come to the building as seventh graders were here in full force. To give the parents and visitors something definite, the "Liberty Bell" dedicated this issue to the various activities of the clubs. Enough of the papers were printed so that each visitor could have a copy. The Stamp Club secured enough stamps so that each visitor could have a stamp pinned on him. The Dannison Paper Club tried to make sweet peas enough to go around so that each visitor could have a sample. The Boys' Cooking Club made and served punch to the visitors. This is the first year that the Boys have done cooking. The boys and girls gymnasium classes ran continuous exhibition of their work in the gymnasium. One instructor would

have a class in action while the other rested. The Travel Club ran travel pictures in the auditorium after the assembly. The following programs were prepared and given to the public during the afternoon and evening. With the exception of the speaker on each program, the work was done entirely by students and was as a rule connected with the activities of the school.

Afternoon Program, 2:30 p.m.

Welcome	Leah McElwain, President of Student Council
America	Assembly
Sailing	Wilson
By the Mississippi	Rosmanda Davis Boys' Chorus
The White Queen	O'Metra Orchestra
Irish Lilt	Folk Dance Folk Dance Club
Bells of St. Marys	Adams
I Saw the Moon Rise Clear	Carrington Boys' Glee Club
Education	Judge Charles Fulton
The Blue and the White	Assembly

Evening Program

Welcome	Leah McElwain President of Student Council
Star Spangled Banner	Assembly
Mrs. Kant-Say-No	One-Act Play Dramatic Club
Melody in F	Rubenstein Orchestra
O Didn't It Rain	Burleigh
By the Waters of the Minnetonka	Lieurance Girls' Glee Club
The Place of Clubs in the School	Supt. J.W. Gowans
Push on Liberty	Assembly

The school had their visitors. Practically every home was represented. The parents and friends came to enjoy the programs and to see the work of the hobby clubs and regular class work. Nearly every club that had something tangible to show for its year's work had it on exhibit. These clubs had work on display: Sewing, Book Report, Toy Making, Kodak, Archery, Junior and Senior Lacquer, Newspaper, Thrift, Dennison Paper, Gift, Stamp, Basketry, Aeroplane, and Scrap Book Club. Every room had some display work of either clubs or regular classes, or both.

What the Parent and the Pupil Think of the Clubs

The school must have the cooperation and the best wishes of the parents in its district if any club program is going to be a success. The parents may visit the school to see the results of the club work but unless they are satisfied and are convinced that the movement is worthwhile the school may have trouble in getting the clubs to succeed. The parents must see the work and if it satisfies them, they will cooperate heartily. The parents of the students at Liberty Junior High School had visited the previous Open Houses but no expression had been taken from them. Other than remarks which they made the school authorities did not know what the parents thought of the club work. To get an idea of the parents' thinking a blank was handed to part of the visitors and 280 replies were made. The parent was asked to give his or her opinion of the clubs at Liberty school. Of the cards returned, 252 parents made comments on the clubs and their work. Twenty-eight people returned cards without comments so one can form his own conclusions as to the thinking of these twenty-eight. The original

blank cards were given to the parents by students who would not know of the people's thinking in advance. The visitors were asked to fill the card after they had made a tour of the exhibits.

Of the 252 replies made not one criticized or objected to the club program. Nearly every reply wished the work continued. The school had apparently sold the public upon the value of the clubs. The replies were not luke warm but were enthusiastic. One-hundred-sixteen of the replies did not go into detail, but were expressed usually with one word. Two of the cards said the clubs were "excellent," nine said they were "splendid," twenty-one said they were "very fine," twenty-five said they were "O.K.," and fifty-nine said they were "fine." These replies show that these one hundred-sixteen people were in favor of a club system. The other 136 parents wrote their opinion of clubs in words. The replies included several lines of thought regarding clubs. Many of the parents thought the clubs were doing a good work in the instructional line. As an example, one parent wrote, "I consider them instructive as well as entertaining and a decided asset." Another wrote "I find the clubs at Liberty most interesting and feel that

such an unusual feature of school life should be appreciated by the parents. Each club is both entertaining and instructive." A third mother says, "I think the clubs are wonderful both socially and educationally. They help the children to 'find' themselves and decide the occupation for which they are fitted." A father writes, "The work is highly educational. Developing individuality and creating a desire for the larger things of life." Some of the parents think that the influence of clubs extend beyond the class room walls. In this respect one visitor writes, "I think the clubs are very interesting and the work done in them should be very beneficial, to the building and broadening of the character of the students." Another says, "They are an enjoyable occupation for the children and an added joy for the parents." A mother states, "My opinion is that the clubs at Liberty school are of great value. Not only to the boys and the girls, but also to the city as well."

Many parents recognize in the clubs an interest builder in school life which is not common to some things. Some parents express the idea that extra-curricular activities are a real necessity and that subject matter learned

in the clubs will be remembered long after a lot of regular curricular work is forgotten. This is evidenced when one of the parents says, "I think the students will remember them with more pleasure when they are grown than any other thing about their life." Another writes, "I think the clubs of Liberty one of the most educating and entertaining periods I have ever known. The work shows that each one is really in earnest in his or her trade." The parent believes that the clubs are of value in vocational training and in the development of qualities in students which are not found in regular curricular work. Such statements as, "They fill a need in the child's life," and "A great aid to individual development, and should increase outside interest in school work" prove this. One or two parents made the statement that the child should be in the club which will take care of his aptitudes and one that interests him. This is a fundamental principle in the establishment of any club program. The writers said, "I think they should be in the club they desire," and "They should be in the one that is interesting to them and not pushed in one that they do not like." All of the comments were along the line or

foundations upon which a school builds its club program. The replies of parents showed that they were keenly interested in the children and their work. The replies are too many to be quoted but they all bear out the assumption that clubs are a necessity.

To discover what the pupil who was in a club thought of the activity the students were asked to give their frank and honest opinion of clubs. They were asked to honestly criticize the clubs and their activities. Of the 584 who made replies only two thought that they could use their time to a better advantage in the study hall. These two were students who are unsocial and really need the mingling with other students in other ways besides the class room. The students were more enthusiastic than their parents. Some who could not get into the club of their first choice were not always satisfied, but numbers in the various clubs must be limited. This accounts for those not in clubs of their first choice. A statement from a boy and girl in each of the three grades would show the tendency of the thinking of the students.

A seventh grade boy in the Camp Cooking Club writes, "I think that the cooking hobby club is worthwhile. It

teaches boys how to cook things and what to do when they have to get the meals themselves." Another boy in the same club expresses himself as "I think they are keen and would not want to go to a school which didn't have them." A seventh grade girl in the Gift Club writes, "I think hobby clubs are a nice thing. You can learn much and can learn new things. Hobby clubs help people to be more useful around home." Even the students see the clubs as a finding course as one says, "Hobby clubs are a wonderful thing for boys and girls. It teaches you more what you like. If you do not like your hobby club, you know that it is not the thing for you to do when you are a man." More experience in club practices change the student's viewpoint as can be seen by the eighth grade girl who writes, "Hobby clubs teach one what to do with his leisure time and therefore are a great benefit to us as a worthy use of leisure time is very important. They train our hands as well as our minds." An eighth grade boy in the Dramatic Club says, "I think hobby clubs are a good thing because they help the child to learn. They teach children more about the things they like best." A girl who is a member of the Senior Lacquer Club and in the ninth grade states, "I think that

hobby clubs are very good for the school in general, because they keep up the interest of the pupils. It gives the pupils a chance to do the things they like best to do. Many hobby clubs teach pupils the value of keeping busy in leisure time which is very important toward good citizenship." A boy in the ninth grade and a member of the Model Aeroplane Club writes, "I think that the hobby clubs are the most interesting activity in Liberty School. I think that they should be encouraged. They are not only a pleasure but are educational if you take an active part in them."

The students in their replies show that they have been thinking of the value of the clubs. They have concluded that clubs are of a value to the student and to the school. The replies of students could be quoted in large numbers to show this. From the replies of parents and pupils the school has fulfilled one of the requirements of a good club program in that there is cooperation of school and the home. Another one is there must be a felt need for the club and the replies show that apparently clubs are needed in this school. The club program is endorsed by the parents, the students, the teachers, and the

Board of Education. These at least feel that clubs are not out of place in the modern junior high school.

Conclusions

From the study of the hobby clubs of Liberty Junior High School the writer arrives at the following conclusions:

The system of hobby clubs is fulfilling its functions. The purpose in organizing the clubs has been justified by the results which have been obtained. Some of the clubs are stronger than others. This will always be true with any system of clubs in which much of the strength of the individual club depends upon the personality and training of the sponsor. The sponsors are not entirely to blame for this as they are receiving but little training which prepares them for extra-curricular activities. So much educational training is now demanded of teaching applicants that one hesitates to suggest any more. The teacher coming into a system, which has clubs as part of an extra-curricular program, should be willing to make special preparation so that she would be able to handle a club.

The teachers at Liberty Junior High School are in favor of the club program. They have seen the value of it and are willing to do any extra work to accomplish the

desired ends.

The parents are in favor of the clubs as can be seen by the large number who visited the school during the Open House and the replies concerning the clubs which they made.

The students are entirely in favor of the clubs as every one was enthusiastic for them except the two boys who were luke warm but not opposed to them.

Certain results as enumerated such as that by increasing the student's interest in school he is caused to remain in school longer, have evidenced themselves. These results seem due to the clubs caring for the needs of the pupils.

The clubs serve their purpose in socializing the student through the club's activities.

Clubs have served as means of articulation between the elementary grades and the junior high school.

They have given the school the right kind of publicity.

School morale has been improved by means of the clubs.

The collecting instinct, desire for cooperation, the gregarious instinct have been controlled and directed by the clubs.

A closer relationship exists between the school and the

home, the teacher, the pupil, and the parent.

The clubs are not expensive to the individual due to the method of financing them.

The club's activities can be checked against the seven cardinal objectives of secondary education and will be found to be furthering some or most of these objectives.

The clubs are based upon the needs of the pupils of this age.

The clubs have been an aid in vocational guidance in that they have furnished exploratory courses for the pupils. The pupils have received training in activities which are not common to the curricular work.

The clubs are teaching the student to do better some of the things which he will do any way and are providing him with means of doing these things.

The clubs meeting on one day eliminates the danger of students attempting to participate in too many club activities.

The clubs are democratic in that membership is voluntary, carries no necessary election, and is open to student body until club membership is filled. The student makes his

first, second, and third choices of clubs so that he is assured of a club which interests him.

The club program increases the number of students who have the opportunity to participate in the extra-curricular activities of the school.

The club presents the instructor in another light to the student than the regular class instructor.

The club provides some means of caring for the individual differences in capacities and aptitudes of the students.

The club furnishes contact of students and instructors not found in regular curricular work.

The clubs provide a means of contact between teacher and the parent which is not furnished any other way.

In building a club program the teacher must be convinced of the value of it, then the students, who in turn are to show the value to the parents.

The students to have a successful club must do the work in the organization with the advice and the direction of the sponsor. The sponsor should not do the work.

The clubs should not meet too often or too long. They must begin on time and end on time. A place should be

provided for the clubs in the daily schedule.

The clubs need a sponsor who will be present at all times.

Each school must study its own local situation and then decide upon a club program which is best fitted to its needs. What is excellent in one school may be inferior to another. Each situation is a different problem and should be handled as such.

Acknowledgments

The writer feels that he is largely indebted to the encouragement and help of his teachers and co-workers for whatever merit this work possesses.

Without the advice and consent of J. W. Gowans, Superintendent of Schools of Hutchinson (Kansas) this club plan scarcely could have been carried out. Without the enthusiastic cooperation of the teachers of Liberty Junior High School, this work must of necessity have been written from a theoretical standpoint and not as the result of practical experience.

In preparing the manuscript particular acknowledgment must be made to J. W. Gowans again, and also to Dr. W. H. Andrews of the Department of Education, Kansas State Agricultural College, both of whom read it during its preparation and gave counsel and direction freely.

Their advice and criticisms, coming from their sympathetic interest and broad experience, have been deeply appreciated.

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